DOCUMENT RESUME

ED 056 595 FL 002 702

TITLE	Handbook for First Year Experimental Language Development Program: Book One.
INSTITUTION	Queensland Dept. of Education, Brisbane (Australia).
SPONS AGENCY	Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE	Jul 71
NOTE	255p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Activities; Cognitive Development; *Compensatory Education Programs; Cultural Differences; Experimental Programs; Grade 1; Language Development; *Language Instruction; Language Skills; Linguistic Competence; *Nonstandard Dialects; Oral English; Perceptual Development; *Program Design; Program Development; Reading Ability; Self Concept; Sociolinguistics; *Standard Spoken Usage; Teaching Methods
IDENTIFIERS	*Australia

ABSTRACT

This handbook is a guide to a compensatory language program designed for young, Australian, aboriginal children during their first year at school. It is the result of recent research which shows that reading retardation characteristic of aboriginal children may well be associated with the fact that their linguistic system differs from that in the reading texts. The major aim of the program is to help children develop facility in the use of the language structures of standard English. The handbook discusses the role of language in development, aims of the program, guidelines, and main aspects. The program is designed to occupy the entire school day for the whole school year. It is concerned with four basic problems: oral language patterns of standard English; reading and writing skills; perceptual skills (listening, looking, touching); problem solving and critical thinking. These considerations are interwoven through seven learning units or blocks of activities and suggested plans. Details on the first three units are provided in the handbook along with suggested daily programs, materials, and methods. (VM)

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HANDBOOK
FOR
FIRST YEAR EXPERIMENTAL
LANGUAGE DEVELOPMENT PROGRAM
BOOK ONE

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JULY, 1971

Department of Education,
P.O. Box 33,
NORTH QUAY, Brisbane, 4000.
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FOREWORD

This publication presents the first section of an experimental language development program devised for use with young Aboriginal children during their first year at school.

It results from the research and development activities undertaken at the Cherbourg and Palm Island schools in Queensland during the past two years by the Department of Education with the assistance of a grant from the Bernard Van Leer Foundation, 52 Koninginnegracht, The Hague.

The program was first implemented during the second half of 1970. In the light of this experience it has been revised and extended for further trial in 1971.

The members of the committee supervising the project, Dr Hart, Miss Outridge and Dr Watts, together with the field staff at present attached to the project, Mrs Bennett, Miss Blacklock and Miss Koppe, have unselfishly devoted long hours to the planning and development of the program. The tireless and innovative efforts of Miss Koppe have been particularly valuable and her contribution is especially acknowledged.

Working with the children, teachers and parents of Cherbourg and Palm Island, the committee and field staff, which in 1970 included Dr Betty Drinkwater, have used research findings to devise teaching strategies and materials for classroom use.

The contributions of our office staff, Miss Hendriksen and Mrs Murray, have been invaluable. So too has been the assistance of Miss Leckey, Miss Wright and other officers of the Research and Curriculum Branch; special thanks are due to Mr Cameron and Miss Jackson for their unfailing help.

The ready co-operation of the Department of Aboriginal and Island Affairs and the assistance of all who have contributed in any way is gratefully acknowledged.

I trust that our efforts will benefit a great many Aboriginal and other youngsters.

N. D. Alford.

N.D. ALFORD

Director,
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BERNARD VAN LEER FOUNDATION PROJECT
HANDBOOK FOR FIRST YEAR EXPERIMENTAL LANGUAGE DEVELOPMENT PROGRAM - BOOK ONE

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1. INTRODUCTION

During the past five years several pilot studies have been undertaken by the Department of Education in Queensland to obtain information concerning the likely causes of the poor scholastic attainment of large numbers of Aboriginal children. These studies reveal that such children are comparatively retarded in reading and that this appears to militate against achievement in many other areas of the curriculum.

It has been frequently noted that the spoken language of Aboriginal children in general differs markedly from that of other Queensland children. This linguistic system is no doubt a reflection of the different socio-cultural background to which Aboriginal children are exposed in their pre-school years.

Recent research in a number of places shows that retardation in reading often occurs when a child's oral linguistic system differs greatly from that employed in reading texts.

It would appear therefore that the reading retardation characteristic of Aboriginal children may well be associated with the fact that the linguistic system employed in reading texts differs greatly from that to which Aboriginal children are accustomed.

To enable further research to be undertaken and to enable subsequently the preparation of compensatory educational programs, the Department of Education approached the Bernard Van Leer Foundation in 1968 with a view to obtaining a grant to assist in undertaking the necessary activities.

The Bernard Van Leer Foundation provided support initially for a three year research and development project which began in 1969. One of the first tasks undertaken was the determination of the extent of the underlying pattern of differences between Standard Australian English (S.E.) and Aboriginal English (Ab.E.).

Extensive recordings were made of the speech (in a variety of situations) of a representative sample of 2, 3 and 4 year old children who spoke S.E. Computer analysis provided an index of the range and frequency of certain language units used by these children at the start of their school careers. A further analysis of the speech of 4 to 5 year old Aboriginal children (few, if any, of whom spoke the vernacular Aboriginal languages or dialects) indicated that there were notable discrepancies in the linguistic structures used.

Information concerning other aspects of the language competence of young Aboriginal children was obtained from the application of a series of tests. The Illinois Test of Psycho-linguistic Abilities in particular revealed areas of strength and weakness in children's language usage which amplified the results of the analysis of tape-recorded speech.

The language analyses and test results were subsequently used in the compilation of a compensatory language program for school starters. This handbook is a guide to that program.

2. THE ROLE OF LANGUAGE IN DEVELOPMENT

By the age of five years most children have acquired considerable competence with the vocabulary and syntactical complexities of the language spoken around them. Such competence is of importance to children's social and cognitive development, since language can be considered to serve the two major functions of communication between people, and facilitation of thought and action.

Language and Communication

Language acquisition occurs in a social setting and consequently the particular language children speak is learned from the people with whom they interact. By the time they enter school, Aboriginal children are fluent in the vocabulary, syntax and idioms of the form of English to which they have been exposed throughout their first five years or so of life. They can express ideas sufficiently clearly for other speakers of the language to comprehend, and conversely they are able to comprehend, and act on, the speech of others.

Their spoken English can be considered a restricted form of S.E. and differs from S.E. in several important aspects. This may reduce communication between the children and speakers of S.E.

In the English of Aboriginal children the rate of speech tends to be more rapid, and the timing and intonation patterns of syllables, different. Phrases are frequently repeated, perhaps to ensure understanding by the listener. Some vowel sounds are not distinguished from each other (notably the vowel sounds in "man" and "men"). Consonants are often pronounced differently, replaced by other consonants (for example, th, v and f by d, t, b or p) or the final sound omitted (for example "roun" for "round", "wen" for "went").

Meaning, moreover, is often derived from contextual cues. The grammatical markers of S.E. are used less frequently. For example, even though an event happened in the past, a past tense form is not often used. Similarly, the use of "he" to cover both male and female gender, nominative and possessive case, and singular and plural number limits the precision of expression. The verb "to be" and auxiliary verbs are frequently omitted.

For adequate communication to occur it is essential that language provide the words and structures capable of cataloguing or describing experiences to which the children might be exposed. As they acquire the more elaborated structures of S.E. their expressive skills will be expanded thus facilitating more precise communication.

Language, Thought and Action

Language can be said to affect cognition insofar as the concepts peculiar to a particular culture or subculture are internalised by means of language. The structure of a language may in fact determine the forms of thinking.

It has been shown that different social systems are characterized by a diversity of relationships. This gives rise to different linguistic codes. For example, where a social system emphasizes need to maintain rapport and solidarity within the group, this gives rise to a restricted linguistic code. On the other hand, a structure which emphasizes individual differences and long-term goals leads to a more elaborated code.

Children whose language is of the latter type are better able "to explain, to describe, to instruct, to enquire, to hypothesise, to analyse, to compare, to deduce and to test."*

Concept Formation

While it is true that some concepts are attained without language, they are usually coded linguistically. One function of linguistic forms is to aid the formation of new concepts and the extension of existing ones.

Concepts are usually formed by the children as the result of experiences with objects and ideas within their environment. In order to develop a concept children need wide experiences. This development will be facilitated if attention is directed to differences and similarities in these experiences through the use of language.

Problem-Solving

The ability to reason depends largely on the ability to formulate verbally the steps in solving problems. It has frequently been shown that if children verbalize while engaged in problem solving, they perform much better than when they are silent. Some of the most important concepts for the solution of problems, for example the concepts of identity and similarity, spatial position and temporal sequence, comparison of magnitudes and causation, are embedded in the meaning and structures of language.

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* Bereiter, C. & Engelmann, S. (1966) *Teaching Disadvantaged Children in the Pre-School.* Englewood-Cliffs. N.J. Prentice-Hall.

Language and Reading

It is usually assumed that, on school entry, children have attained some control of the spoken form of language and are therefore ready to learn to read the written form. However, beginning reading texts are written in the structures of S.E. over which Aboriginal children usually do not have the degree of control necessary to make satisfactory progress. It is essential, therefore, that skill and flexibility in the oral use of structures of S.E. be developed, before children are asked to read.

3. AIMS OF THE PROGRAM

The major aim of the program is to help the children to develop facility in the use of the language structures of S.E. It is hoped that they will eventually make automatic use of such English in school and in comparable settings. This accomplishment should facilitate their cognitive development and their learning of reading and writing skills and should so ensure a more successful and satisfying school career.

The children will continue to live their lives in their home settings. It is not the intention of the program to alienate them from their own people or to diminish the potency of their Ab.E. If this were to happen, the children would lose the ability to communicate readily with their parents and other members of their own community; this would result in loss of feelings of security and would lead also to emotional impoverishment. Teachers must ensure that they avoid any impression of derogating Ab.E.

It is hoped that through the program the children will in time become proficient and secure in the two forms of English, each being used by them in its appropriate place.

The second aim is to help each child to develop a favourable self concept. In establishing feelings of self-esteem and pride in self, children need frequent experiences of success. It is important that the teacher be continuously aware of each child's level of achievement so that the introduction of new activities provides both a challenge and an opportunity for successful attainment.

The third aim is the stimulation of cognitive development. To this end, the children need to be helped to perceive and understand their familiar world more accurately. In addition, there is need, through carefully selected experiences, to widen the children's world and to help them to develop concepts which become gradually more precise and enriched.

Problem-solving skills and critical thinking skills need to be fostered. The children should gradually become able to use language to deal more effectively with problems presented by their everyday environment and those posed within the school program.

The fourth aim is the fostering of creativity by encouraging children to adopt novel approaches to problems and their solutions. In addition, their imagination should be stimulated with a view to the personal enrichment of their lives.

4. SOME GUIDELINES

Relationship with the Home

Teachers of Aboriginal children will be aware that a gap seems to exist between the home and the school. Often, behaviours which are sought and rewarded in the school are not reinforced in the home. Similarly, those activities which bring praise to the child in the home are not necessarily rewarded at school.

During their pre-school years and during their out-of-school hours, the children develop certain skills, concepts, abilities and attitudes. These should serve as a foundation for school learning. Failure to capitalize on the child's prior learnings makes school activities less meaningful and less productive than they might otherwise be. There is need, therefore, for the teacher to be aware of the nature and extent of previous learnings.

Teachers can gain some of this knowledge through observation of the children's activities and through noting their interests. Although opportunities for such observations are limited to some degree, they can be supplemented through contact with the children's homes. Greater understanding of the Aboriginal child's world will follow closer relationships between the teacher and the children's families, especially the mothers and grandmothers.

The Aboriginal parents have rarely in the past become closely acquainted with their children's teachers. Yet with their active concern for people, they would probably welcome approaches by the teachers. These approaches would need to be informal, the aim initially being to create situations in which the mothers would come to know the teachers as people rather than as professionals. The benefit would be reciprocal; teachers would come to know the parents as individuals, and not only would they learn something, at first hand, of the home lives of their pupils, but also they would, through this interaction, come to appreciate the qualities of the people.

After the two groups - teachers and mothers - have begun to know each other, invitations by the teachers to the mothers to visit classes in which they could observe their children working would be likely to be accepted by a significant number. This practice could be supplemented by teacher visits to homes, by arranged appointments, to discuss the progress being made, and the difficulties being encountered, by individual children.

Children should be encouraged to take home tangible evidence of their school activities. For example, a child may dictate a caption which the teacher writes under his painting or drawing. His "reading" of the story should be checked before he leaves for home and the child encouraged to read his story to everyone at home. Through activities such as this, considerable repetition of the task in question is ensured, while involvement of the child's immediate family in his school activities is increased.

Through procedures such as these, parents can become much more knowledgeable about the aims and methods of the school; they may then begin to appreciate more fully the academic role of the school.

Parents are interested in the well-being of their children. This increase in detailed knowledge about the school could well lead them to extend their concern for their children to include their educational progress. Children, seeing their parents as frequent visitors in the classroom, might begin to see the school as less divorced from the home and community. Closer links between home and school are likely to lead to more efficient learning and to a greater transfer of school learnings to out-of-school life.

Many Aboriginal parents feel unable to help their children with their school work. These feelings are due, in the main, to a lack of confidence arising from their own limited educational background. Teachers should help the parents to understand that they can provide a very direct help to their children, through activities such as:

- discussing with the children their everyday experiences, including television viewing;
- maintaining an active interest in the children's school work;
- encouraging the children to talk about the academic events of the day;
- rewarding school progress with approval.

Motivation

Learning is more likely to take place if there is a warm and encouraging atmosphere in the classroom. It is vital that every effort, every step forward, be recognized and rewarded. Detailed knowledge of pupils will enable the teacher to arrange activities in such a way that every child can experience success.

Punishment for non-achievement will develop adverse attitudes towards school and towards learning. If a task appears too difficult, the teacher should present a simpler activity so as to ensure success. Success should be frequent and immediately rewarded.

Rewards may take many forms. Praise, a smile, a nod of approval will indicate to the child appreciation of his progress and so stimulate him to further effort. Similar results can be achieved through material rewards, particularly in the early stages.

Rewards will vary in their attractiveness to different children. Teachers should aim to discover the rewards to which each child is sensitive and make use of this knowledge in their interactions with the children.

The children will differ in their rates of mastery of the language program. If motivation is to be maintained, teachers must cater for these different rates of development. The program should be implemented in such a way that each child is challenged at his own level and tempted forward to new accomplishments.

The ultimate aim is for the children to learn because the learning is enjoyable, intrinsically rewarding and satisfying. Activities which are novel and interesting are likely to capture the interest and attention of young children and lead to feelings of accomplishment which are independent of external reward. Under these circumstances, the children learn because learning is fun and because it increases their feelings of competence.

Opportunities for Language Development and Use

The teacher should aim to create a classroom characterized by child talk rather than by teacher talk. Children should be encouraged to talk about experiences which are highly meaningful - enjoyable, frightening, comic. Experiences that occur spontaneously may be utilized to extend language and concept development. Children's contributions will provide the starting point for many activities. The teacher should attempt to learn as much as possible about children's own views of their environment. Too often classroom discussion is based on the teacher's experience; this is less meaningful to children than events in their own lives. Nevertheless, the model provided by the teacher is important, particularly in the early stages of the program.

It is important that the children have opportunities to hear the new structures before they are expected to produce them spontaneously. To assist in increasing familiarity with the new structures, the teacher can quietly and unobtrusively offer them during informal discussions. For example, if one child says of another, "he big", the teacher can say, "yes, he's big." Under no circumstances should the teacher convey to the child a suggestion that his spontaneous language forms are not acceptable. The continuing aim is the encouragement, not the inhibition, of the child's desire to talk.

Opportunities for the use of new language patterns will be provided in teacher-directed activities, along the lines set out in the detailed language program. In carrying out this program, teachers will note the emphasis on repetition.

Repetition and overlearning are essential for the acquisition of skills of all types. Since language learning, particularly the learning of structures, is basically skill learning, much meaningful practice is required.

The amount of practice is important. So, too, is the way in which the practice is organized. Massed practice is not nearly as effective as distributed practice, where the language learning tasks are interspersed with other learning activities. Spaced repetition is a vital part of the learning program. Language drills can be presented in the guise of songs, rhymes and games so that repetition can be achieved without loss of motivation. Boredom soon robs repetition of value as a teaching device.

It is envisaged that children will ultimately use the new structures, not only in formal situations but also in their spontaneous questioning, comment and discussion.

Grouping Procedures

In all classrooms, organization should be varied. At times the class will work as a whole; at other times, in small groups, or in pairs; sometimes the children will pursue activities individually.

The advantages of small group work for Aboriginal children are very marked. The Aboriginal culture places emphasis on personal relationships; the children are concerned with establishing and maintaining pleasant relations with others. Small group work capitalizes on this attitude. On many occasions, the children will naturally form their own groupings and if they can work cooperatively their motivation is likely to be high. This should lead to more effective and lasting learning.

The development of language skills requires an audience. Even with a reduced pupil-teacher ratio the teacher cannot always be available to each child. Even if this were possible, it would not be desirable. Children need to communicate with other children. The creation of small groups increases for children the number of available listeners.

Grouping has the further advantage of helping the teacher to cater for individual differences. The composition of the groups should vary. At times, similarity in achievement might be the criterion for group placement. Children who are more advanced in their acquisition of new language skills can be encouraged to move further forward. Those who are slower can be given additional practice in the use of earlier structures.

On other occasions, the teacher will deliberately seek to create groups of children with a wide range of achievement. In this way, children who cling to Ab.E. can gain by working with other children who are using S.E. more often. They are perhaps more likely to imitate these models than the teacher's.

When the classroom is organized on a small group basis, the teacher is able to devote attention to individual children. Sometimes she will be helping the weaker; sometimes she will be extending the more advanced.

It is important that Aboriginal children be helped to develop independence and initiative. These characteristics can be fostered when children work individually or as members of small groups. It will be some time before all the children can work effectively as group members. Teachers should recognize and accept this, and devise activities which will foster the steady development of this ability.

The aim should be to lead the children, from their first day at school, towards acquiring the skills of initiating and directing their own learning. Small group work gives children the opportunity of planning together, free from teacher direction. They may then work cooperatively to carry out their plans, or may pursue them individually.

Environmental Richness

The development of adequate cognitive skills requires a rich and stimulating environment. The greater the variety of sensory experiences, the more opportunities the children will have to make the fine discriminations necessary for competent interpretation of the world around them.

Through the provision of a wide range of material, children can be assisted to observe relationships between objects and experiences, and encouraged to anticipate the probable effects of changes in such relationships. Open-ended questions about their observations can help them to develop critical thinking and problem solving abilities.

Creativity develops more readily when children work in an environment rich in the possibilities for manipulation and imaginative exploration.

Children need language in order to capitalize on their experiences. For optimal development, they need to be active and talkative explorers of a rich and varied environment.

Outside the Four Walls

It is neither necessary nor desirable that all formal education take place within the four walls of the classroom. If education is to be successful, it must be seen by the children as relevant to their own lives. Two ways of achieving this end are:

(a) bringing the personal and physical resources of the district into the classroom; and

(b) taking the children out into the surrounding district.

The local environment can be the source of examples for all areas of the curriculum. In particular, it provides subjects for discussion and vocabulary development. Local resource people too have a valuable place in the classroom.

Materials available in the environment can be used in the classroom. These are valuable because they are meaningful to the children. Moreover, collecting and sharing provide opportunities for greater involvement.

Excursions give teachers the opportunity to observe children in an environment more familiar to them than the classroom. By listening and watching, teachers may build up a knowledge of the meaning that children attach to the words they use. Experiences shared by the group on excursions can be discussed and developed as they occur, as well as later in the classroom.

Opportunities for Discovery

Children, especially young children, learn through doing. The concepts that they hold are rooted in specific, concrete actions. They need to be confronted with meaningful problems where the solutions are dependent on their own exploration and thinking.

Children should try things out to see what happens, manipulate new as well as familiar objects, pose questions and seek answers in efforts to reconcile what they find at one time with what they find at another time. In this process the teacher acts as a guide, helping children to be aware of the demands of the problems and assisting with relevant facts and ideas both inside and outside their own experiences.

Developing Creativity and Imagination

An essential condition for the promotion of children's imagination is the presence of a permissive and supportive atmosphere in the classroom. This is particularly important when children attempt to be creative, exercising their imaginative powers fully. They need to be sure that they will not be ridiculed or judged too hastily, especially during the stage of production of ideas. Once the ideas have been developed, the teacher can then help the children evaluate them.

Children need time for the flowering of imagination. Quiet periods and some degree of privacy are often necessary to encourage the flow of ideas. Many children lack this quiet and privacy in their homes; this makes it all the more necessary to provide such experiences at school.

5. MAIN ASPECTS OF THE PROGRAM

The program aims to foster the cognitive development of the children, recognizing that if satisfactory development does not take place at an early age, adequate intellectual progress is likely to be hindered.

It is essential to build upon the assets which each child has accumulated during his pre-school years, and in no way to undermine the child's concept of himself and his origin. The validity of the children's own form of communication must not be questioned. Their experiences are regarded as something of infinite worth to be used as the starting point of the program.

Four Strands

The program is designed to occupy the entire school day for the complete year. It consists of four strands which are integrated around the language units to be introduced and involves the development of

(a) oral language patterns of S.E;

(b) reading and writing skills;

(c) perceptual skills (listening, looking, touching);

(d) problem solving and critical thinking.

All aspects of the school program have been incorporated into the elaboration of these strands.

Central Themes

Each strand is developed through seven blocks, each organized around a unifying theme. Themes to be introduced are:

Block A	Self concept
Block B	Personal competence
Block C	Home and family
Block D	Animal families
Block E	Work people do
Block F	Transport and travel
Block G	The world around us.

The basic principle which integrates all strands of the program is the expansion of the child's concept of himself. The self concept is the first theme to be introduced since the language unit "I'm/I am" is the most frequently used pattern among 5 year old children. This linguistic unit both expresses the concept of self, and allows the generation of many extensions and refinements of that concept.

Awareness of personal competence and skills is extended with the introduction of the language unit "I can" in the second theme.

With the introduction of the third theme the child is seen in relation to his social environment, and the self concept theme extended to include his relationships with other people, particularly his immediate family and near neighbours. A later theme includes familiar people in terms of their occupations, and the bearing they have on the child's life.

Finally, the context is extended to a wider social environment, recognizing particularly the mobility of many Aboriginal families and the important place which relatives, who often live in far-distant centres, hold in the children's lives.

Although it is suggested that each block occupy 5 weeks, this is to be regarded only as a guide. Time schedules may need to be adjusted to suit the needs of different groups of children or to maintain the integrated development of all strands of the program.

The program is presented in two handbooks. This handbook outlines the aims of each strand and presents the content of Blocks A, B and C. The content of Blocks D, E, F and G is contained in the second handbook.

(a) Oral Language

Language units introduced in the program move progressively from words and sequences common to both Ab.E. and S.E., to those constructions not found in Ab.E. New vocabulary is introduced into phrase and sentence structures which have been firmly established.

Extensive listening practice in meaningful contexts is necessary to ensure the integration of the new patterns into the children's oral linguistic system. This is followed by intensive oral practice to ensure mastery of the new structures. Children will eventually be able to combine these structures in new ways to create their own sentences. Practice in recognizing the rhythms of oral S.E. is also required.

New Units

Emphasis is placed on developing standard usage of the verb "to be" which tends to be omitted in Ab.E. The initial unit, "I'm/I am", although the sequence most frequently used by white 5 year old children, is used comparatively infrequently by young Aboriginal children.

The final "s" which indicates plurals, possessive case and the third person singular form of many verbs is introduced early in the program. The correct usage of articles and pronouns is emphasized, since Aboriginal children tend to use masculine pronouns to refer to both sexes.

The sentences presented first in the program are in the active declarative form, e.g. "I'm a boy." A structural change in the sentence is required to produce the question form in S.E., e.g. "Are you a boy?" As the equivalent Ab.E. form "You a boy, eh?", is obtained by adding the functional marker "eh" to the declarative form, the inverted question form is introduced only after children are thoroughly familiar with the basic form.

Some of the language units introduced, together with their common Ab.E. forms include:

I'm getting.	I getting.
He's a boy.	He a boy.
She's a girl.	She a girl., or He a girl.
That's a car.	That a car.
They are dogs.	They dog.
Can you swim?	You can swim?, or
	You can swim, eh?
Are you going?	You going?
Look at John's boat.	Look at John boat.
That's his book.	That he book.
He's in the water.	He in a water.
She went home.	She bin go home.

Each new language unit is introduced in three phases.

(i) Listening

It is essential that children have numerous opportunities to hear a new unit in meaningful contexts before they are asked to express it themselves. Individual listening units can be used to provide such opportunities. These consist of a tape deck and headphones to be used in association with illustrated books. Children listen to the tapes which are programmed around the language unit, while they look at the pictures and accompanying captions in the book.

Listening to stories, songs and poems in which the unit occurs in refrains or key phrases is an enjoyable activity which highlights the appropriate structures. Listening materials of this type in the program can be selected on the basis of observations of the children's physical and social environment.

Teachers will be able to invent and adapt material to make it more meaningful to the children. In addition, the children can be encouraged to create stories and rhymes themselves.

Language games which present a problem can be interesting and useful. Both questions and answers in these guessing games should contain the units to be practised.

Throughout all the activities of a day, the teacher's deliberate use of the units provides a model for the children. This is important at all stages of the program.

(ii) Supported use

The next step is to give the children extensive practice in using the new unit. The greater the variety of situations which allow the unit to be used, the more occasions there are for its reinforcement.

Children can be encouraged to join in refrains and key phrases of stories and songs, and to repeat speech rhymes incorporating the unit. Individual retelling of stories by the children and dramatization of the stories enable further practice. Games which call for responses using the unit can be played.

At this stage, emphasis is placed on the rhythmic patterns of the units. Rhythmic movement and percussion accompaniment to the repetition of sentences containing the language unit are important. Instruments such as click sticks, bongo drums and shakers are useful.

As an aid to the association of the oral and written form of the unit, printed language cards are used. Magnetic tape is affixed to the back of the cards so they will adhere to a metal board. The children build up the unit using the cards, and practice is given in "reading" it rhythmically. Frequent opportunities for the association of the oral and written forms of language units develop an appreciation of writing and reading as forms of communication.

(iii) Unsupported use

By this stage the children are expected to use the new unit spontaneously in their comment and discussion. Unaided manipulation of the printed cards in activities with the magnetic board is also expected.

Rate of Progress

At the beginning of the program, the children will use their own language structures predominantly. It is expected that these will gradually decrease as alternative constructions are suggested.

Opportunities for checking the progress of individual children will arise as part of regular daily activities. For example, in checking attendance, children may respond to their own names by answering "I'm here." The new units can be used to explain the absence of others, for example "He's at home", "She's sick". If the children use nonstandard patterns, this provides another opportunity for the teacher unobtrusively to provide the appropriate standard form.

It is expected that the children will continue to use their own form of communication at home and in the community. Naturally, they will occasionally use Ab.E. structures in their speech in the classroom, particularly when they are excited or highly involved in an activity. Intolerance towards this should not be displayed. Nevertheless, it is important to avoid Ab.E. structures in the written form. Emphasis can be placed on the fact that S.E. forms are those used in books and in writing.

Like all cultural groups, Aboriginal children should be able to express themselves adequately in idioms appropriate to the various situations in which they find themselves.

(b) Reading and Writing

An important aim of the program is to establish competence in the secondary language skills of reading and writing, which are basic to achievement in all areas of the curriculum. It is essential that, in acquiring these skills, the children participate in enjoyable activities which are intrinsically interesting and rewarding.

It is equally important that the children develop an understanding of the way in which books communicate ideas. Accordingly, it is desirable that much of the early reading material be selected from the oral language which the children use in discussion activities. The teacher can listen for use of S.E. patterns, which can then be written down and read immediately.

Such selection from the children's oral language serves several valuable purposes. It reinforces the role of language in communication by actively involving the children in the process of producing written words. By allowing the children to control the content of the reading material meaningfulness is ensured. Their successful "reading" of the units increases confidence and their understanding of the function of written words.

Printed Language Units

The language units introduced in the program form the basis of the children's sight vocabulary.

When the children are familiar with the oral use of the language units, printed forms are introduced. They are encouraged to combine these into language sequences, and read them aloud. Oral and visual forms of sentence structures are thus experienced simultaneously. Using the units in this way enables the children to construct their own sentences without having to wait until they have mastered the motor skills involved in writing.

During the early stages of the program, it is not expected that the children will be able to recognize many individual words or units. The early use of printed forms is intended to reinforce oral use of the units, rather than to emphasize word recognition. More attention to securing recognition of written words and units is given later in the program.

Experience Reading

It is basic that the early reading material be interesting and relevant to the children. One way of ensuring this is to record events from their experience. Each day, items of news contributed by the children can be written down by the teacher and "read" by the group. The children may illustrate the news chart to reinforce the meaning of the printed words.

The children may dictate labels for objects and pictures in the classroom. Wherever possible, sequences of words are preferable to single words. For example, "It's a dog" rather than "dog" helps to reinforce the language units of the program. The children's drawings and paintings labelled in this way may be displayed, or collected over a period of time to form a book.

Every opportunity for involving the families in the children's progress should be taken. Children are encouraged to take home captioned drawings and printed cards which they can "read" to others. The children's interest in letter-writing can also be utilized. For example, they may dictate invitations to families to attend functions.

Practice Reading

A variety of additional material is desirable. Language booklets depicting Aboriginal people in environments familiar to the children have been devised, and the children should be encouraged to "read" these. The captioned books used with the listening unit also give practice in reading the units of the program.

Some of the material should be read rhythmically to assist in developing awareness of appropriate stress and intonation patterns.

Writing

Pre-writing activities to develop the motor skills and fine co-ordination necessary for writing are included in many sections of the program. However, even in the early weeks, writing activities extend beyond manipulation of pencil and crayon.

A more important aspect of writing is the conveying of meaning. Tracing or copying of sentences is therefore introduced early. Furthermore, handling printed units develops a sense of ordering from left to right, and facilitates the placing of words in their correct position in the language sequence.

(c) Perceptual Skills

Perceptual skills depend upon discrimination between sensory impressions received from the outside world. Such discrimination is necessary if children are to interpret sensations adequately.

The program aims to enrich the children's perceptual experience by providing an increasingly varied assortment of sounds, sights and textures. The children should be encouraged to name and classify these.

When fine discriminations are not practised, it is easy to fall into lazy habits of listening, looking and touching. The program introduces discriminations, beginning with gross differences and progressing to fine differences.

Classroom facilities are supplemented by records, tapes, books, pictures and filmstrips. Special technical aids will be used to help focus the children's attention, and to increase motivation.

Auditory Skills

The perception of meaningful speech depends on the ability to discriminate between and integrate sounds which are heard. Since Ab.E. does not discriminate between some vowel sounds of S.E., and omits and substitutes some consonantal sounds and blends, it is essential that the children be given extensive training in recognizing similarities and differences between sounds, both non-vocal and vocal.

The use of alliteratively named puppets, e.g. Susie Seasnake, is a valuable aid in increasing awareness of the language sounds which are used either rarely or inappropriately. The puppet characters are interesting to the children, who readily become involved in phonic activities built around them.

Rhyming activities provide another enjoyable means of developing awareness of the similarities of and differences between language sounds.

Visual Skills

Reading depends partly upon the ability to discriminate between letter and word forms, and partly upon the ability to integrate these into meaningful word and phrase sequences. The considerable visual skills displayed by Aboriginal children provide a basis for the expansion of many of the abilities which underlie success in learning to read.

Many materials which can be manipulated by the children aid in the development of these abilities. Activities such as animal dominoes require the children to combine parts into wholes and match pairs of pictures. Matching activities, which use such items as picture pairing sets, jigsaw puzzles and mosaic shapes, form an important element in the development of awareness of similarities. Similarly, activities which involve examining sets of cards and objects to find the odd one sharpen awareness of differences. To develop these skills, pictures are used initially, progressing later to shapes and words. Differences are gross in the beginning, but diminish gradually, requiring increasingly finer discriminations from the children.

Projected images have novelty value for all children, and use is made of this to increase motivation and maintain the children's interest. Photographs and filmstrips of the children and their environment promote discussion which assists in elaborating the self concept through direct identification. By these means verbal expression skills can be expanded and opportunities for practice of language units provided.

Other visual material is projected using exposure times reduced by a tachistoscopic shutter. The basic aim is the recognition of shapes at speeds considerably more rapid than those usually required for the assimilation of visual images. The novelty and intrinsic appeal of the activity encourage children to attend. The rapid decisions required to achieve successful recognition assist in perceptual development.

Recognition and recall are tested by asking the children to match the projected image with the appropriate shape from their individual sets of cards. Discrimination is developed by increasing the similarity of the choices available. The task becomes more difficult as the items to be recognized progress from familiar animal shapes to letter-like figures.

These latter shapes provide training in distinguishing differences which are important for letter discrimination. These include differences between straight lines and curves (important in distinguishing between such letters as u and v), reversals (b and d), height (i,l), the slopes of lines (M,W), and the slopes of lines relative to the horizontal (A,H).

Once the children have become familiar with matching individual shapes, sequences are introduced to develop visual memory. Correct ordering of the images perceived and remembered is an important prerequisite to success in reading and writing.

When the children are familiar with printed language units, word slides are introduced. Initially, untimed exposures are used, and the children either match the projection with language cards or respond vocally. Progression to reduced speeds is achieved following greater familiarity with the units.

Sequences of slides are then used, and the children match the projected units with language cards to build up sentences. The complete sentence may then be read by the children.

Other Perceptual Skills

Whilst fine discriminations between the sounds that a child hears and the visual materials which he sees are of major importance in developing oral and written language skills, input from other senses provides a variety of experience to assist in building associative networks which enrich the child's verbal expression.

The use of "Feel Bags" which require the children to describe unseen objects will increase tactile skills. Teachers should integrate these with developing verbal expression. Similar experience with tasting and smelling unseen objects and describing the sensations will elaborate further the associative connexions between perception and language.

(d) Problem Solving and Critical Thinking

In building upon concepts which the children have already established, the program aims to develop strategies and conceptual skills for problem-solving and critical thinking.

A close link is maintained between the perceptual training and discovery strands of the program. Discrimination of similarities and differences between objects draws the children's attention to their salient characteristics, and leads to the establishment of classificatory concepts. Matching and sorting activities, picture discrepancies, and oddity problems encourage classification into categories. Finding things which belong together or are used in particular situations assists in expanding associative networks between concepts.

Observation of changes, for example a child grows, ice melts, a cake is cut into pieces, can assist in the development of conservation concepts.

A general feature of cognitive development is the progression from global and undifferentiated thinking, to a more differentiated and co-ordinated system. This is reflected in children's use of terms to describe physical objects. Initially, children use absolute terms such as "big/small" rather than relational terms such as "bigger/smaller". Only later do they use differentiated terms such as "long/short" and "fat/thin", when they are able to take account of more than one dimension simultaneously. Verbal training in the use of such differentiated terms assists the children to direct their attention to the pertinent characteristics of objects and ideas. This is a necessary step in the development of both classification and conservation concepts.

In introducing the linguistic terms which convey conceptual information, recognition is also made of the fact that children's comprehension of language frequently outstrips their own verbal expression of this understanding. Children need to be given experience in listening to new terms before being asked to use them.

Conversely, children's correct use of a term is not necessarily an indication of their comprehension of that term, nor an accurate reflection of their ability to understand the logical basis of the underlying concept. For example, although such terms as "more" and "less" are used by young children in their daily activities, with apparent understanding, these concepts are not correctly identified in every context. Knowing "more" in terms of "number", for example, does not necessarily mean that the children understand "more" in terms of weight or volume.

Whilst the acquisition of verbal labels enables children to incorporate new objects and relationships into their conceptual framework, the children's verbalisms may not be indicative of their levels of thought. Teachers should use enquiry to assess the level and quality of the children's understanding.

The vital association and integration of different concepts necessary for later problem-solving can be achieved through use of activities which illustrate more than one concept. For example, an activity listed as seriation, in which the children in the group are ordered by height, also aids in the development of the self-concept (the child sees who is taller and who is shorter than himself) and classification concepts (tall children, short children). The concurrent provision by the teacher of appropriate oral language units expands both the children's conceptual structures and the terms available for verbal expression.

Specific Concepts

The specific concepts to be introduced aim to extend the children's existing concepts concerning the physical world, and to develop new ones. This is closely tied to the provision of language units with which the children can express and manipulate the concepts.

In the early weeks of the program, provision is made for activities with colour, to ensure that children are completely familiar with the relevant verbal labels.

In developing number concepts, the notion of one-to-one correspondence is fundamental for success in counting activities and conservation of number. Experience with estimation assists in the elaboration of the cardinal aspect of number.

Practical experience with measurement is important in developing size concepts. Comparison of the results of their measurements leads the children to seriation activities. The introduction of measurement terms progresses from undifferentiated (big/small) to differentiated (tall/short, fat/thin), comparative (taller/shorter, fatter/thinner) and superlative terms (tallest/shortest, fattest/thinnest).

In the elaboration of spatial concepts, experience is given with common geometric shapes and their verbal labels. Prepositional and space-relation concepts are developed through "finding" activities and experience in following directions.

SUGGESTED ACTIVITIES

BLOCK A - WEEKS 1 - 5

THEME: THE SELF CONCEPT

Development of favourable self-concepts is a major concern of this program. Selection of the "Self Concept: I am" as the theme for the first block of activities provides opportunities to foster this development and to establish usage of the new language patterns "I'm" and "I am".

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Self Concept - "I am"					
Week	1	2	3	4	5
ORAL USE Listening to new units	I'm I am plural "s"	prepositional phrases	definite article, e.g. the cats in the water	feminine gender particularly "she"	
Using new units	I'm I am	plural "s"	prepositional phrases	definite article, e.g. the cats in the water	REVISION
Using familiar units			I like I want		
READING	I'm (+ name)	I'm/I am (+ name)	I'm/I am a boy/a girl	I'm/I am big/little	

(B). PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Investigating the sounds made by common objects - keys, clock, crumpling paper, chalk, rhythm instruments, pouring water, etc.

Investigating different sounds made by objects of different size - sticks, bottles, flowerpots, bells, etc. Such activities may be related to the concept of big and little and to measurement experiences.

Identifying sounds in context but without visual cues, especially those sounds previously investigated.

Recording sounds produced in the classroom.

Identifying sounds from tape recordings.

Vocal Sounds

Listening to stories and rhymes which stress particular sounds.

Saying rhymes and performing finger plays.

Providing vocal sound effects for stories and dramatization, e.g. blowing out candles, "huffing" ("The Three Little Pigs"); "t-t-t-t" (watch ticking), "rrr-rrr-rrr" (starting the car).

The introduction of Henry ("h").

Using the initial "h" sound is to be encouraged, e.g. "Hello Henry."

The introduction of Susie Seasnake.

Playing the game "Susie Seasnake likes..."

Taking Susie on a walk and starting her collection (sand, stone, stick, etc.).

Starting Susie Seasnake's book.

Introducing picture activities in which attention is drawn to the plural "s".

Playing memory games with objects having the same initial or medial sound.

Rhyme

Listening to rhymes.

Saying familiar rhymes.

Rhythmic reading of some familiar rhymes.

Completing rhyming couplets from known rhymes. Heavier emphasis may be given to the rhyming words to help children hear similarities.

Dramatizing rhymes.

Singing and listening to songs which help develop awareness of rhyme.

Listening to stories which stress rhyme, e.g. "Henny Penny".

(ii) Visual Skills

Tachistoscopic Program

The children are introduced to the familiar animal cards (Set A) and are asked to match one of their cards with the projected image. In later lessons the children may be encouraged to name the shapes. Exposure time will be decreased gradually following increased familiarity with the activity.

Other Training Activities

Examining a series of pictures to find which one is different.

Examining a picture to find what is missing, or what is "silly" (visual discrepancy).

Examining a collection of objects and, after removal of an item, recalling "which one went away" (visual memory).

Playing with puzzles individually.

Using the contents of the Treasure Box for association activities, e.g. the children are asked to find things they use at home.

SUGGESTED DAILY PROGRAM - WEEK 1

MORNING TALK	LANGUAGE		
	ORAL	READING	WRITING
DAY 1 Introduce Henry - "Hello, Henry." Introductions - "I'm Rodney" (p. 26) Talk - Birthdays and ages (pp. 21-22) News and chart(pp. 51-52)	1. Children say names and receive name cards 2. Talking drum - saying names using "I'm"(p. 43) 3. "Who am I?" (pp. 27-28)	1. Talking about pictures e.g. animals 2. Captioning pictures using "I'm a ...." Reading captions	
DAY 2 Where is Henry Hiding? (p. 32) Colour of the day Talk - How we find out things (p. 23) News and chart Caption picture Attendance - "I'm here"	1. Rhythmic saying and moving e.g. "I'm jumping." Use mirror, percussion instruments 2. Talking drum - saying names (p. 43) 3. Introductions - "I'm ...."(pp. 26-27)	1. Making experience reading chart of "Introductions" e.g. "I'm Lionel" "I'm Darwin" (p. 27) 2. Reading experience chart	1. Writing patterns

DAY 3 Where is Henry Hiding? "What's different?" (p. 69) Colour of the day Talk - Finding out with our hands (p. 23) Attendance - "I'm here"	"I'm" + name 1. Introductions: shaking hands - "I'm Darwin" etc. (pp. 26-27)	"I'm" + name 1. Teacher says name and combines "I'm" with her name card (p. 47) 2. Children read story (p. 47) 3. Children tell names orally and in writing (p. 47)	
DAY 4 Henry needs friends - "Hello, Henry. I'm Kurt." "What's different?" Colour of the day Talk - Finding out with our noses (p. 23) Attendance - "I'm here"	1. Children talk about themselves Use mirror 2. Introductions - Mrs Bunda (p. 26) 3. Rhythmic activities - moving and saying (pp. 43-44)	1. Children find name cards 2. Children tell names, using "I'm" then make story in writing 3. "Reading" captioned pictures - "I'm ..."	1. Child draws himself 2. Child tells his name using "I'm" 3. Teacher writes his story 4. Child "reads" story and traces writing
DAY 5 Henry Colour of the day "What's different?" Talk - Finding out with our ears (p. 23) Rhyme - "Can anyone tell?" (p. 37) Attendance - "I'm here."	Outdoor Activity 1. Rhythmic moving and saying 2. Drama - e.g. "I'm a speed boat" (p. 35)	1. Children find name cards 2. Say names - "I'm...." then tell names in writing	Writing Activity Drawing balloons etc.(pp. 57-58) or finger painting (p. 57)

SUGGESTED DAILY PROGRAM - WEEK 1

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Listening to rhymes - actions when appropriate (See pp. 64-65; 36-38) 2. Saying familiar rhymes 3. Introduce Susie Seasnake 4. Game - "Susie Seasnake likes" (p. 60)	1. Counting activities e.g. 2 hands, 1 nose (p. 77) (stress plural "s") 2. Number rhyme with actions e.g. "Six Little Ducks" (p. 65) 3. Story stressing plural "s" e.g. "Go Dog Go"	Art 1. Children use crayons to outline feet on paper 2. Teacher labels each child's work e.g. "Clive's foot"
DAY 2 Visual Free Activity (p. 69) e.g. puzzles - inset, jigsaw picture pairing animal dominoes graduated tumblers sorting - treasure box concept cards shapes	Size 1. Finding things that are big (p. 72) 2. Finding things that are little. 3. Measurement - Tearing coloured strips "as big as" various objects, e.g. feet (p. 76) 4. Story using size terms e.g. "A Fish Out of Water" (p. 73)	Music 1. Talk about colour of children's clothes 2. New song - "Mary Wore a Red Dress" 3. Play taped story "Little Indian Drum" (Tape C1)

DAY 3 Auditory 1. Investigating sounds (p. 59) 2. Plurals activity (pp. 33-34) 3. "Susie Seasnake likes" Go for a walk and start Susie's collection (pp. 60-61)	1. "Feel" bag - exploring by touch Children talk as they feel (p. 80) 2. Display object and talk 3. "Tell me" time (p. 80)	Art 1. Child draws or paints himself 2. Child dictates caption to teacher 3. Child "reads" caption with teacher
DAY 4 Visual Tachistoscopic 1. Distribute animal cards (Set A) 2. Match single slides (p. 66)	Free Activity Sorting in terms of size, colour or shape (pp. 71-72; 74) Measuring using paper strips Bead threading etc.	Music 1. Sing familiar song 2. New song 3. Listen to song "Mary Wore a Red Dress" (Tape C1)
DAY 5 Auditory 1. Rhymes 2. Plural "s" - strip book (p. 62) 3. Phonic memory game (p. 63) 4. Start Susie's book (pp. 61-62)	Colour (pp. 70-72; 54) 1. Naming colours 2. Simple sorting in terms of colour. Count number of each colour 3. Colour walk (p. 71)	Story - "The Ear Book" Health talk - care of ears

SUGGESTED DAILY PROGRAM - WEEK 2

MORNING TALK	LANGUAGE		
	ORAL I'm/I am	READING	WRITING
DAY 1 Henry's friends - "Hello Henry. I'm Annie." Colour of the day (p. 70) Colour of children's clothes Talk - Finding out with our eyes (p. 23) News and chart	1. Rhythmic saying and moving - / / "I'm running." / / / - "I am running." (pp. 43-45) 2. Mime - "What am I doing?" (pp. 30-31)	1. Read captions 2. Talk about more pictures 3. Caption pictures using "I'm, I am" "Read" captions 4. Telling names - orally and in writing	
DAY 2 Where is Henry Hiding? (p. 32) Talk - Finding out by tasting (p. 23) Colour of the day (p. 70) Find things of that colour News and chart e.g. (pp. 51-52) Attendance - "I'm here."	1. Introductions (pp. 26-27) 2. Two ways to say name "I'm John" "I am John" Rhythmic saying clapping etc. (p. 47)	"I'm/I am" + name 1. Children tell names 2. As child says name, teacher hands him "I'm" or "I am", according to his oral use 3. Group join in reading stories constructed	1. Writing patterns 2. Trace own name

DAY 3 Henry Colour of the day Talk about picture caption and "read" News and chart Attendance - "I'm here."	1. "What is he saying?" (pp. 24-25) 2. Teacher writes and children "read" stories(p. 26) 3. Rhythmic activities (pp. 43-45)	1. Children find name cards 2. Tell name orally and in writing 3. "Read" captioned pictures	Start personal books(p. 53)
DAY 4 "What's different?" Henry Colour of the day News and chart Read captions Attendance - "I'm here"	1. Story - "Who Are You?" 2. Children talk about themselves Use mirror 3. Listen to rhyme - "I'm looking in the mirror"(p. 37)	1. Children tell name orally and combine unit cards 2. Experience reading "What is he saying?" - contrasting pictures (pp. 24-25)	Writing activities (pp. 57-58)
DAY 5 Henry Colour of the day Talk News and chart Attendance - "I'm here."	1. Children talk about themselves Use mirror 2. Drama - being animals Children move and speak e.g. "I'm a wallaby."	1. Start class picture book Children compose captions 2. Teacher writes captions 3. Children and teacher "read" captions (p. 54)	

SUGGESTED DAILY PROGRAM - WEEK 2

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying familiar rhymes 2. Listening to new rhymes (pp. 64-65; 36-38) 3. Dramatization of nursery rhymes (p. 35) 4. "Susie Seasnake Likes"	1. Counting shells, leaves, boxes, etc. (small numbers) 2. Seriation of above groups 3. Talk about arrangements Listening to superlatives and comparatives (pp. 73-75)	Story - e.g. "Little Black Sambo" Craft 1. Handprint in clay 2. Children help mix and pour plaster 3. Talk about result and about hands
DAY 2 Visual Tachistoscopic 1. Distribute animal cards (Set A) 2. Match single slides (p. 66)	1. Tasting small samples of food and discussing 2. Sort pictures - things that are food; things that are not food	Music 1. Sound - relate to "big", "little" - xylophone, piano, etc.(pp. 59-60) 2. Singing (pp. 39-40) 3. Movement to music

DAY 3 Auditory 1. Investigating sounds 2. Taperecord sounds and play back to identify 3. Rhymes	"round" 1. Feel bag - something round 2. "Tell Me" Time - ("round") 3. Collecting, locating round things 4. Experience chart(p. 55)	1. Retelling story - "Little Black Sambo". Children join in saying refrains, providing sound effects(pp. 35; 63) 2. Dramatization of story
DAY 4 Visual 1. Visual discrimination "Which one is Different?" (p. 67) 2. Matching, using strip book (p. 67) 3. Visual discrepancy (p. 68)	1. Counting activities (stress plural "s") 2. Talk about age Illustrate-candles, give claps, etc. 3. Read rhyme "Four and Five"(p. 36)	Health 1. Picture talk(p. 24) 2. Mime - "I'm washing my hands," etc.
DAY 5 Auditory 1. Saying, acting, listening to rhymes.(pp. 64-5; 36-38) 2. Dramatizing nursery rhymes(p. 35) 3. Phonic memory game 4. Continue Susie's book (pp. 61-62)	1. Describe displayed objects - involve size terms 2. Comparison of size (pp. 73-75) 3. Measurement activity - strips as big as hand, box, etc.(p. 76) 4. Label strips	Story Experience reading record of "Little Black Sambo"(p. 53)

SUGGESTED DAILY PROGRAM - WEEK 3

MORNING TALK	LANGUAGE		
	ORAL	READING	WRITING
DAY 1 Henry Colour of the day "What's different?" Talk - Things I like News and chart Class picture book - add picture and a caption	1. Rhythmic activities using "I'm", "I am" 2. "Who am I ?"(pp. 27-29) 3. Moving picture talk (p. 26)	1. Manipulation of language units 2. "Reading" class picture book(p. 54) 3. Children "read" single book with teacher e.g. "Me" or "Busy" (p. 41)	Continue personal books(p. 53)
DAY 2 Henry Colour of the day "What's different?" Talk - What I like to eat News and chart Caption - "What is he saying ?" (pp. 24-26) Attendance - "I'm here."	(p. 48) 1. Children tell about themselves 2. Oral use of "I'm a boy/ a girl." 3. Making a set of boys and a set of girls	"I'm"/"I am" "a boy"/ "a girl" (p. 48) 1. Elicit "I'm a boy." 2. Child invited to tell his story in writing 3. Children "read" story. Other boys make the story 4. Similarly "I'm a girl."	Worksheets(p. 58) 1. Child says "I'm a boy", or "I'm a girl" and receives correct sheet 2. Child traces sentence and draws himself 3. Teacher writes his name while child watches

DAY 3 Henry Colour of the day Talk - What I like to play News and chart Class picture book - add picture caption and "read"	1. Talking drum e.g. "I'm a boy" "I am a boy" 2. Rhythmic moving and saying(pp. 43-44)	1. Label girls' and boys' corners - "I'm a boy" "I'm a girl"(p. 48) 2. "What is he saying?" (pp. 24-26) picture of several boys and girls	Worksheets 1. Writing posture 2. Teacher demonstrates writing - children imitate movements 3. Children trace sentence
DAY 4 Henry Colour of the day Talk - What I like on T.V. Caption - "What is he saying?" (pp. 24-26) News and chart Attendance - "I'm here"	1. Mime 2. Sing e.g. "I am eating....." (p. 40) 3. Telephone conversations(p. 36)	1. Manipulation of units 2. Recognition game e.g. "I'm a boy" displayed-boys stand up (p. 51) 3. Match sentence strips with captions on pictures e.g. "I'm a boy"(p. 50)	Continue personal books(p. 53)
DAY 5 Henry Colour of the day News and chart Talk - What I like to do after school "Read" captions	Outdoor Activity 1. Rhythmic activities 2. "Pigs Fly" 3. Race - "I'm first" etc.	1. Experience reading chart of race(p. 55) 2. Practice reading - worksheet e.g. "I'm a boy" "I'm a girl"(p. 56)	1. Correct writing posture 2. Tracing work-sheet sentence

SUGGESTED DAILY PROGRAM - WEEK 3

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying rhymes 2. Listening to rhyme (p. 65) 3. Completing couplets from familiar rhymes (pp. 65-66) 4. Children find things for Susie in Treasure Box	1. Number - stories about "1", e.g. "I have one nose." "One piano is in here." 2. Writing digit numeral "1". Draw 1 dog, etc. 3. Toothpaste caps - add to collection, count(p. 78)	Health 1. Talk about care of teeth 2. Show toothpaste and cap Suggest collecting caps (p. 78)
DAY 2 Visual Tachistoscopic 1. Distribute animal cards (Set A) 2. Check correct orientation 3. Matching single slides (p. 66)	1. Counting activities. 2. Sets(p. 79) 3. One to one correspondence (pp. 78-79)	Dramatic Play(p. 35) 1. Children talk about items in dressing-up box 2. Children play roles suggested by materials 3. Telephone conversation

DAY 3 Auditory 1. Saying rhymes 2. Rhythmic reading of familiar rhyme 3. Investigating sounds(p. 59) 4. Identifying sounds(p. 60) 5. Making percussion instruments(pp. 60; 43)	1. Counting activities 2. Estimation of number (p. 75) 3. Drawing as directed, e.g. 2 balls, 1 tree	Craft (pp. 45-46) Story "The Little Gingerbread Man" Children provide vocal sound effects (p. 63)
DAY 4 Visual Tachistoscopic 1. Distribute animal cards (Set A) 2. Match single slides 3. Place card on left side(p. 66)	1. Counting small numbers of concrete objects(pp. 76-78) 2. Conservation of number - rearranging group Discuss(pp. 79-80)	Music 1. Listening to music 2. Movement to music 3. Singing (pp. 39-40)
DAY 5 Auditory 1. Saying, acting, and listening to rhymes 2. Susie Seasnake 3. Plural "s" - strip book 4. Phonic memory game(p. 63)	1. Name big things 2. Name small (little) things (p. 72) 3. Comparison of size 4. Seriation(pp. 74-75) 5. "I Spy" (size clues)	Outdoor Activity 1. Spatial term - "Jump over the rope" "Go under the rope" etc. 2. Rhythmic moving and saying 3. Drama (pp. 34-35)

SUGGESTED DAILY PROGRAM - WEEK 4

MORNING TALK	LANGUAGE		
	ORAL	READING	WRITING
DAY 1 "Where is Henry Hiding?" (in the .....) Colour of the day "What's different?" Talk News and chart Caption - "What is he saying?"(pp. 24-26) Attendance - "I'm here"	1. Rhythmic activities - saying, moving Use mirror(pp. 43-45) 2. "Introductions" (pp. 26-27) 3. "I'm thinking"(p. 32)	1. Manipulation of language units 2. Free Activity Tracing writing on blackboard Manipulating units "Reading" captions, class book etc. Using book corner or puzzles	
DAY 2 "Where is Henry Hiding?" (under the .....) Colour of the day Talk News and chart Caption picture "Tell me" time Attendance - "I'm here."	1. Oral use of "I'm big" and "I'm little" e.g. game(pp. 48-49) "Make yourself ---- big" etc. 2. Rhythmic activities. Children make themselves big, say "I'm big" with accompaniment.	"I'm"/"I am" "big" 1. Teacher holds unit cards "I'm" + "big" - says sentence and constructs on board (pp. 48-49) 2. Asks who can read story 3. Children manipulate unit cards and "read" stories	1. Write or trace "I'm big." 2. Draw picture

DAY 3 Henry (beside the ...) Colour of the day "What's different?" Talk News and chart Read captions	1. "Who am I?" with cards (pp. 28-29) 2. Listen to rhymes stressing "I'm", "I am" e.g. "I'm a frog" (p. 37) 3. Act out some "I'm"/ "I am" rhymes.	"I'm"/"I am" "big"/ "little" (pp. 48-49) 1. Construct sentence "I'm big" on board. 2. Children make themselves little. Construct "I'm little."	1. "What is he saying?" 2. Write captions using "I'm big", "I'm little" e.g. "The Three Bears" (p.52)
DAY 4 Henry (use of "the") Colour of the day Talk Caption picture, "read" captions News (pp. 51-52) Attendance - "I'm here."	1. Picture talk. 2. Sing action song ("I'm"/"I am") (pp. 39-40) 3. Listen to songs ("I'm"/"I am") - tape C3	1. Manipulation of units 2. Recognition game e.g. children make themselves big when "I'm big" is held up (p. 51) 3. Reading sentence, locating content words (p. 51)	Continue personal books (p. 53)
DAY 5 Henry Colour of the day "What's different?" Talk News and chart Read captions	1. Children talk about themselves. 2. "Who am I?" - picture elimination (pp. 29-30)	1. Practice reading booklet "Who am I?" 2. Matching sentence strips with captions (p. 50)	"Take-home" work-sheets involving practice reading and writing (pp. 56-57)

SUGGESTED DAILY PROGRAM - WEEK 4

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying and acting rhymes 2. Listening - new rhyme 3. Susie Seasnake 4. Plurals activity (pp. 33-34) 5. "Which One Went Away?" (p. 34)	1. Seriation of objects - terms "biggest", "smaller" etc. 2. Measuring children's height- "How big am I?" 3. After marking heights, each child finds mark- and tells, e.g. "I'm this big."	Music 1. Listening to music suitable for movement 2. Movement to music ("I'm a tree" etc.) 3. Singing (pp. 39-40) Story "The Three Bears" (Listening - "she" size terms)
DAY 2 Visual 1. Matching - e.g. with strip book (p. 67) 2. Same or different? (p. 68) 3. Visual discrepancy (p. 68)	1. Children talk about size of objects and themselves 2. Comparison of size Listening experience - "bigger", "smaller" 3. Seriation - 3 or 4 children (p. 75) 4. Group seriation activity (p. 75)	Outdoor Activity 1. Rhythmic activities 2. Drama (pp. 34-35) 3. "Pigs Fly" (pp. 31-32)

DAY 3 Auditory 1. Saying and acting out rhymes 2. Listening to poems 3. Completing rhyming couplets (pp. 65-66) 4. Susie Seasnake	1. Counting concrete objects 2. Number rhyme 3. Estimation (p. 75) After guessing, children carry out activity	Art Mural of hand-prints (p. 45) Story e.g. "Hand, Hand, Fingers, Thumb"
DAY 4 Visual Tachistoscopic 1. Distribute animal cards (Set A) 2. Match single slides	1. "Feel" bag (p. 80) 2. "Tell me" time (p. 80) 3. Experience reading record (p. 80)	Music 1. Action songs - sing and move e.g. "I am a Kangaroo"
DAY 5 Auditory 1. Saying, acting, and listening to rhymes 2. Investigating and recording sounds 3. Identifying sounds (p. 60)	1. Sorting activities - colour, then shape 2. Introduce term "circle" 3. "Tell me" time 4. Drawing - involving circles	Art 1. Drawing or painting 2. Child dictates caption 3. Teacher and child "read" story (p. 53)

BLOCK A

1. ORAL USE OF LANGUAGE UNITS

(a) Listening Experience

Among the language units specified for listening experience in the first five weeks are some which will require a great deal of practice over a considerable period of time. It is not expected that children's spontaneous usage of these Standard English forms will be achieved during the early weeks of the program. Rather, teachers will need to continue providing listening experience and oral practice throughout the year, gradually increasing the children's oral usage of the units. This applies particularly in the case of plural "s".

Many suggestions for providing listening experience in the use of specific units are given throughout the section of the program relating to the oral use of units (pp. 21 - 46). For example, language games, songs, rhymes, stories, picture talks, tape recordings and informal discussion may serve this purpose. In addition, the teacher might consciously provide repetition of specified units in her own language throughout all activities.

(b) Informal Discussion

In developing this theme, children will often be encouraged to talk about themselves. Such discussion may sometimes take place when children are gathered in front of the mirror. Discussion of photographs of members of the class may also be used to help children express ideas about themselves and to elicit the "I'm" and "I am" language units. At first, children may simply tell their names, e.g. *I'm Maudie*. Later, stimulated by a variety of experiences, some children may express much more, e.g. *I'm Danny; I'm a boy; I'm big; I am bigger than Warren; I'm five years old.*

When birthdays are celebrated, the birthday child may tell how old he is, using "I'm" or "I am". Other children may then tell their ages also. Birthdays may be recorded on an experience reading chart and re-read to provide further practice in use of "I'm", e.g.

Informal Discussion (cont.)

When attendance is being checked, children may be encouraged to respond with "I'm here." Sometimes children may "race" to complete a task, e.g. putting away cards. Statements by the children may include "I'm first", "I'm second", "I'm ready", etc. "I'm next" may be used as children claim "turns" in an activity.

Following strenuous games, children may be stimulated to tell how they feel, e.g. *I'm tired; I'm puffed; I'm hot.*

Every day some children may contribute news items. Often, teachers may give listening experience with standard forms when a non standard construction has been used. This should in no way destroy spontaneity of the children's contributions, e.g.

Child: *All a boy run away.*

Teacher: *All the boys ran away?*

What happened next?

Morning talks may both relate to the "self concept" theme and provide practice in the use of particular language units. Sometimes morning talks will arise from children's news or from occurrences of interest in the community or beyond. In addition, topics such as the following are suitable:

Informal Discussion (cont.)

What I like.

What I like to eat.

What I like to play.

What I like to do after school.

What I like to watch on T.V.

Birthdays (I'm six...)

Observations about colours may be extended to children's clothing, providing further opportunities for the use of "I'm" or "I am", e.g. *I'm wearing a red dress.*

Sometimes, the song, "Mary Wore a Red Dress" (M1)* may follow such statements. Names and clothing descriptions of several members of the class might be substituted.

As the self concept theme is developed, children can be expected to discover more about themselves. The perceptual training program provides many experiences in hearing, looking, touching, tasting and smelling. Children can be encouraged to talk about how they find out things, relating discussion to various parts of the body.

Eyes, ears, hands and nose will also be the focus of "health" discussions. Many opportunities for informal practice of "I'm", "I am", and plural "s" will be provided as this interest is extended, e.g.

eyes - I'm looking.

ears - I'm listening.

hands - I'm touching, I'm feeling, I'm holding.

nose - I'm smelling.

During art and craft activities, during free play with structured mathematical materials and when constructing with other materials, children may be encouraged to talk about what they are making or doing, e.g. *I'm making a train; I'm having red paper; I'm mixing the paint.*

Children can be encouraged to make their own selections of materials, puzzles, etc. "I like" and "I want" will often arise as they state their preferences.

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* Van Leer Selection: see BLOCK A p. 39

Informal Discussion (cont.)

Teachers may find many opportunities to emphasize the plural "s". Number activities should prove particularly valuable in this regard, e.g.

Teacher: *How many books are there?*
Child: *Two book.*
Teacher: *Yes, there are two books.*
Let's all say it.
All: *There are two books.*

Informal practice in the use of prepositional phrases and the definite article can be given as children locate or put away materials, e.g.

Teacher: *Where did we put the scissors?*
Child: *They in a cupboard.*
Teacher: *Are they in the cupboard?*

(c) Picture Talks

In selecting suitable pictures, teachers may consider both the current theme and the language units specified for particular attention. Colour slides and film strips of the children themselves may be used. These are intrinsically motivating, provide for developing self-concept, and may be used to elicit the language units "I'm" and "I am". Listening experience in the use of plurals, prepositional phrases and the definite article may also be provided.

Health pictures, especially those relating to experiences of listening, looking, smelling and touching, may be selected for discussion(p. 23).Pictures in the series "Health and Nutrition"* are suitable and the series of health pictures provided for Aboriginal schools** are suitable. After talking about pictures, children may mime some of the activities discussed, e.g. *I'm washing my hands.*

In the language game "What is he saying?", children may discuss selected pictures and decide what each character depicted is saying. Following the cartoon convention for indicating direct speech, the teacher records as dictated by the group, e.g.

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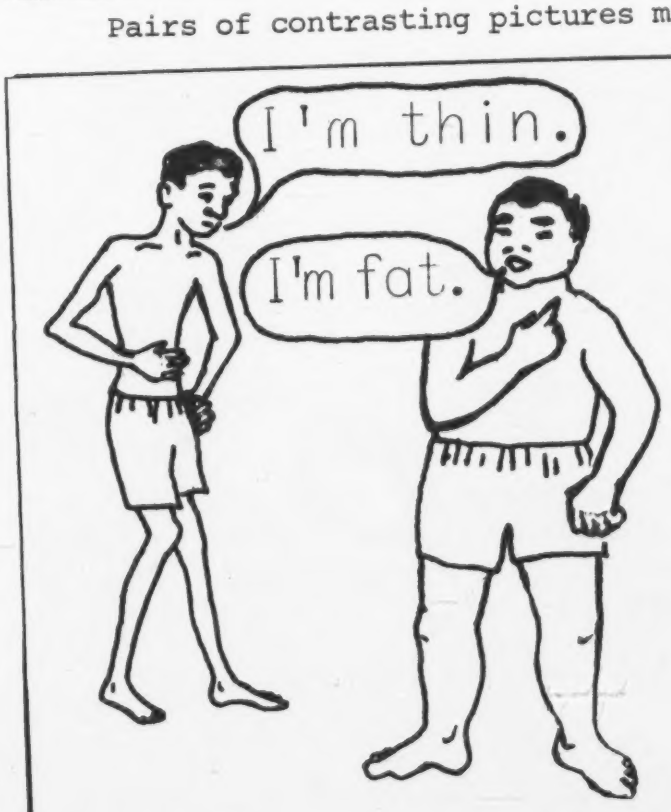
* "Teaching Pictures" (J. Bacon)

** "Health Teaching Pictures for Aboriginal Schools - Grade 1" (Queensland Health Education Council)

BLOCK A

Picture Talks (cont.)

Pairs of contrasting pictures may also be used in this way, e.g.



Picture Talks (cont.)

After labelling, sentences may be "read" by the children and teacher. Re-reading of labels may become a regular daily activity, providing oral practice in the use of language units emphasized, as well as stimulating interest in reading.

Another useful activity involves use of movable figures in association with a background picture placed on the magnetic board. After discussing the picture a child is invited to choose one of the movable figures and to place it on the picture, telling what is happening. A number of children may become involved in moving figures and telling stories.

As the children become experienced in story-telling with this equipment, they may tend to identify more with the characters in their stories, speaking for them. This gives opportunities for practising the "I'm" language unit.

(d) Language Games

Introductions
(Language unit: I'm)

Henry, a small doll who is rather shy and inclined to hide, is introduced to the children. After coping with Henry's disappearances for several days, the children and teacher might discuss why Henry keeps hiding. Perhaps Henry is frightened because he doesn't know anyone; he needs some friends. The teacher and children introduce themselves, e.g.

Teacher: *Hello, Henry. I'm Mrs Dougherty.*

Child 1: *Hello, Henry. I'm Lewis.*

Child 2: *Hello, Henry. I'm Mary.*

(Henry will continue to require such reassurance for several weeks.)

Later, variations of the "introductions" game may be used. For example, the teacher may go out of the room and come back being somebody else. She introduces herself to the children and asks their names, e.g. *Hello, children. I'm Mrs Bunda. Who are you?*

The children are expected to answer using the "I'm" language unit.

Children's attention might be drawn to the practice of shaking hands when meeting. Some of the children might act out introductions, shaking hands and telling their names. Experience reading records may sometimes develop from this game, e.g.

Language Games (cont.)

"Who am I?", "What am I?" Guessing Game
(Language units: I'm, I am, plural "s")

At first, the teacher could act as leader in this guessing game, by giving clues to the children who try to identify the animal or object referred to, e.g. *I'm black, I have four legs, I'm savage sometimes, I bark at you, I'm bigger than a hen, Who am I?*

Children might be encouraged to answer in a sentence, either in statement or inverted question form, e.g. *You are a ...* or *Are you a ...?*

The teacher may expand into a sentence any single-word response given by a child, e.g.

Child: *Cat?*

Teacher: *I'm a cat?*

No, I'm not a cat.

During this game, teachers provide children with listening experience in the use of "I'm", "I am", plural "s" and other units specified. They may also draw upon developing concepts, e.g. those relating to number, size, colour, in their giving of clues.

Language Games (cont.)

When the children have guessed the answer, they may portray the animal or object nominated. As they are acting, some of the children may be asked who they are, e.g.

Teacher: *Who are you?*

Child: *I'm a savage dog.*

The above game may sometimes be played using written clues. "What am I?" cards are displayed and read aloud to the children. When the children think that they have guessed the answer, the captioned picture inside the card is revealed. The answer, beginning with the language unit "I'm" or "I am", is then "read" by the children individually or as a group.

The following are some suggested sets of clues. Many more may be devised by teachers.

I'm shiny.
I'm hard.
I'm made of metal.
You stir your tea with me.
What am I?

I'm small.
I'm green.
I grow on a tree.
What am I?

I'm soft and furry.
I have whiskers..
I'm good at climbing trees.
I have claws.
I can purr.
Who am I?

I'm a woman.
I look after sick people.
I work at the hospital.
I wear a white dress.
Who am I?

I'm used to kill animals.
I'm made of wood.
I'm long and I'm thin.
I'm sharp.
What am I?

I'm small.
I'm round.
I'm hard and shiny.
I'm silver.
You buy things with me.
What am I?

Language Games (cont.)

I'm very big.
I'm made of wood.
I have a roof on top of me.
I have doors and windows in me.
What am I?

I'm a toy.
I'm made of wood.
I'm hard.
You hit balls with me.
What am I?

I'm an animal.
I have horns.
I'm big.
You get milk from me.
Who am I?

I'm an animal.
I'm long and thin.
I wriggle on the ground.
I live in a hole.
Who am I?

I'm pretty.
I smell nice.
I grow on a plant.
You can put me in a vase.
What am I?

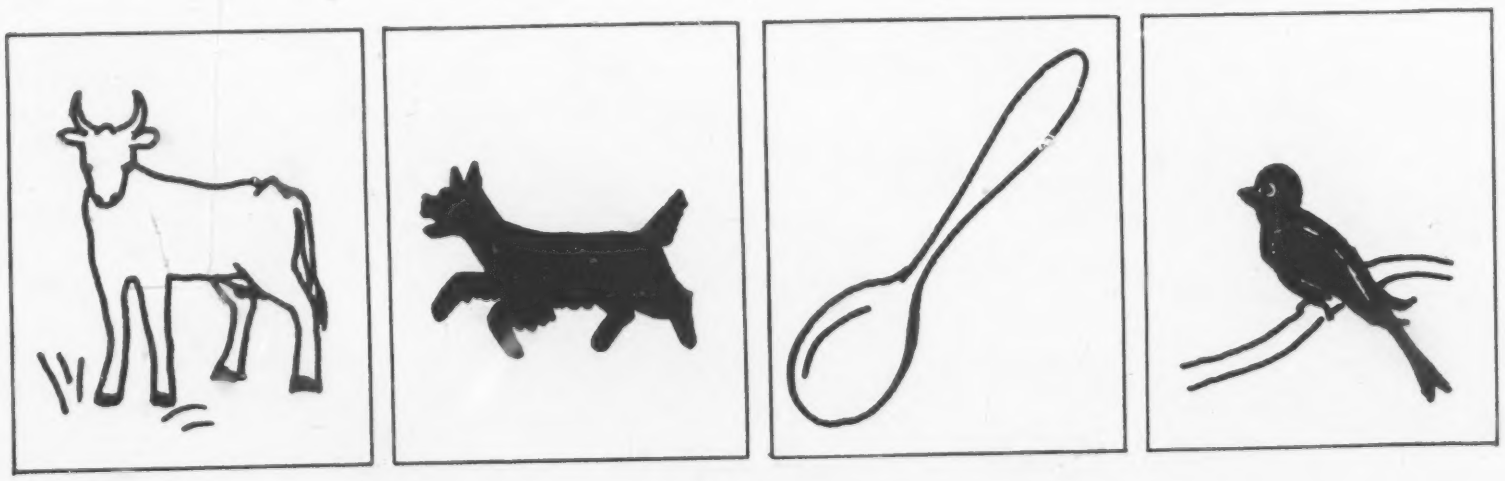
I'm in the kitchen.
I am hot sometimes.
I'm big.
You put the kettle on me.
What am I?

"Who am I?". "What am I?" - Picture elimination game
(Language units: I'm, I am, plural "s")

This game is a variation of the guessing game, "What am I?" described previously. This time, instead of starting with a completely open choice, the object described is limited to one of those illustrated.

Three of four pictures are placed on the blackboard ledge or magnetic board. The children name the objects and talk about each very briefly.

The teacher tells the children to listen and guess which object she is thinking of, e.g.



Language Games (cont.)

Teacher: *I'm an animal.*
Which one can we take away?
Child: *The spoon.*
Teacher: *How did you know?*
Child: *The spoon not an animal.*
Teacher: *That's right. The spoon is not an animal.*
Now listen to the next story.
I have four legs.
Which one can we take away?

By a process of elimination, the correct answer is obtained. The children are encouraged to evaluate possible responses, e.g.

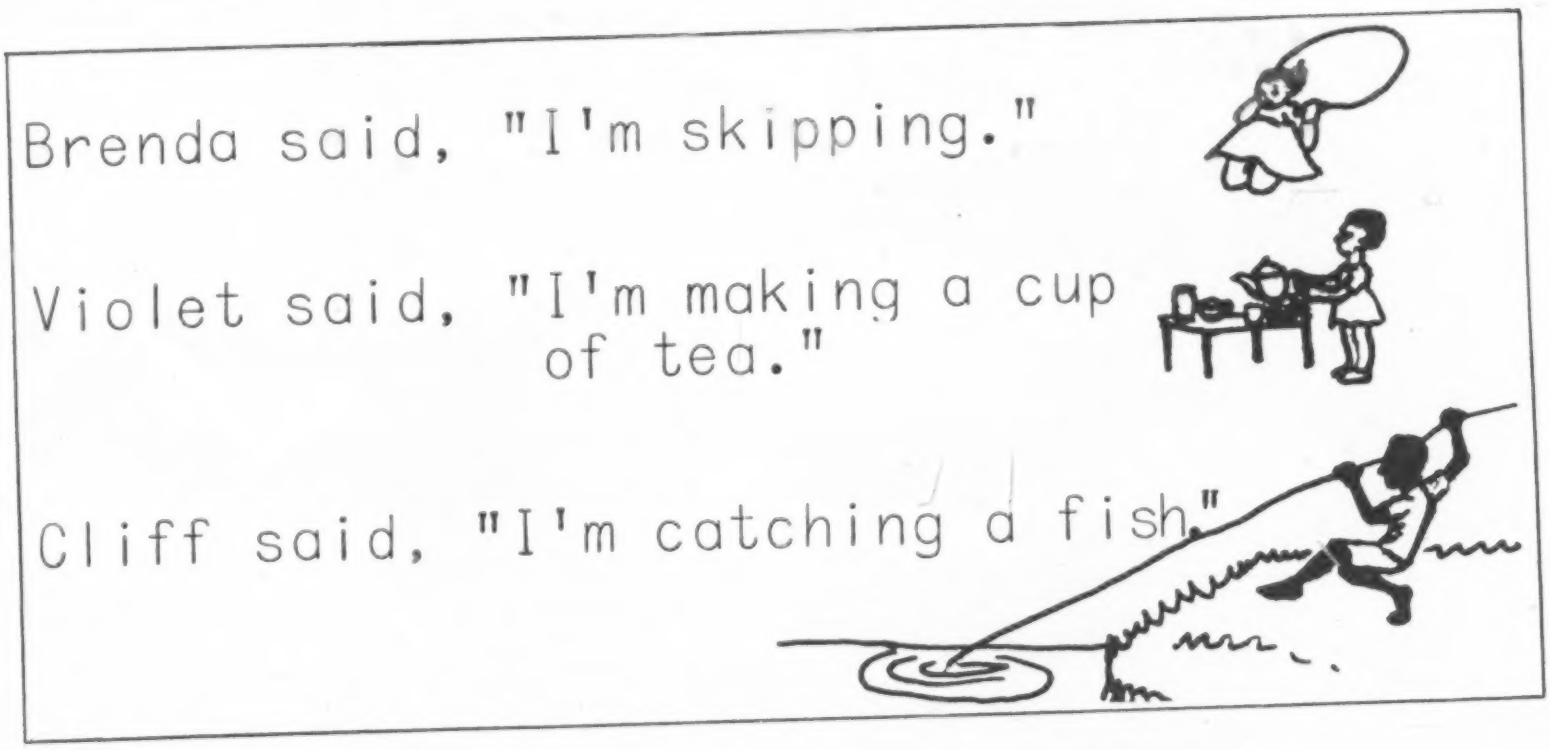
Teacher: *I have soft feathers.*
Could it be the cat?
Child: *No.*
Teacher: *Why not?*

"What am I doing?" Mime Game
(Language units: I'm, I am)

The teacher and children take turns in miming some common activity, such as cleaning teeth, combing hair, making a cake, digging or swimming. Others try to guess what the actor is doing. Guesses in the form "You are..." or "Are you..." to the actor should be encouraged. (It may be necessary for the actor to whisper in the teacher's ear what he is doing, as some children firmly deny all guesses.)

Whether the group is successful or not in guessing his actions, at the end of his turn, the actor announces to the group what he is doing, e.g. *I'm catching a fish.* If a child correctly guesses the action, he may have the next turn or nominate someone else. If no one guesses, the actor may choose a new leader. Sometimes a written record may be kept, e.g.

Language Games (cont.)



When each child has announced what he was doing, his story is written down and "read" by the group. At the end of the game, all the stories are re-read by the children and teacher.

"Pigs Fly"
(Language unit: plural "s")

In the game, "Pigs Fly", children are required to comprehend, evaluate a series of statements, and give appropriate motor responses. As they play, they are given listening experience in the use of plural "s".

The children stand with arms at their sides in a space of their own, preferably outdoors. The teacher makes a number of statements, some correct and some outrageously wrong, e.g. *Kangaroos hop; Pigs fly; Blankets bite; Cats swim.*

If the teacher's "story" is "true", the children immediately move about acting as the story suggests, e.g. hopping like a kangaroo. If the story is "silly", the children remain motionless, with arms kept at their sides.

This game may be played at intervals throughout the year. Appropriate increases in the level of difficulty of items may be planned by the teacher. Some of the statements may relate to the current theme, e.g.

Language Games (cont.)

Transport and Travel - Speedboats go fast.
Bulldozers dig.
Cars float on the water.

"I'm Thinking"
(Language unit: I'm)

Instead of trying to guess the identity of a particular object, as in "What am I?", children may be asked to think of an object which belongs in a given class, e.g.

Teacher: Close your eyes tight.
Now think about an animal. (Pause)
Teacher: Grant, what animal are you thinking about?
Grant: I'm thinking about a pig.

Later, children may give descriptions also of the objects that they have chosen. Examples which may be used, now or later in the year, include:

toys

food: fruit, food that is sweet, things to drink

animals: wild animals, pet animals, baby animals, little/big animals, animals that fly/swim/hop etc., animals that live in trees, animals that live under the ground, animals that live in the water

things we ride in/on

things we use for cleaning/cutting etc.

things we write with

things that are round/square

things that can burn/float/go fast.

"Where is Henry Hiding?"
(Language units: prepositional phrases, plural "s")

Henry is a very timid fellow. He's never in his house where he's supposed to be. He's always hiding. "Where is Henry hiding?" is a game that develops awareness of the elusive initial "h" sound. It also helps establish the use of the auxiliary "is" and prepositional phrases.

Language Games (cont.)

A child is asked to see if Henry's in his house. (He isn't!). Everyone is worried. The children are asked "Where is Henry hiding?" They suggest possible hiding places and a child looks in each suggested place. (Henry is predisposed to hide "in", "on top of", "under", "beside" or "behind" objects, in accordance with the teacher's planning for the development of these spatial concepts). When a child's search is successful, he tells the group, "Here's Henry."

This activity is appropriate for the first session of each morning.

Plurals activity
(Language unit: plural "s")

Pairs of picture cards illustrating the singular and plural form of several words, e.g. "cat" and "cats" are used in this activity.

The teacher and children talk about each picture. The final "s" in plural forms is emphasized, e.g.

Teacher: *How many cats are there in this picture?*

Child: *Two cat?*

Teacher: *Two cats? You count them for us.*

Child: *One, two, three.*

Teacher: *How many cats are there?*

Child: *Three cat?*

Teacher: *Three cats. Yes, there are three cats. Let's all say it.*

All: *There are three cats.*

Language Games (cont.)

After naming and discussing each picture, children may respond to directions which require discrimination of singular and plural forms, e.g. *Run to cats; Hop to baby; Bring me trees; Put your finger on ball.*

"Which One Went Away" Memory Game
(Language unit: plural "s")

Plurals activity cards (p. 33) may also be used in this memory game. Three or four cards illustrating plural forms are placed in a row and are named by the children. To give further practice in the use of plural "s", the children may name pictures as teacher or a child points, e.g. *cats, trees, babies.*

The children are then told to look "hard" at the pictures because one of them will go away. While children's eyes are closed, the teacher removes one of the pictures. The children open their eyes and the teacher asks, "Which picture went away?" In answering a child must use the final "s", e.g.

Teacher: *Which picture went away?*
Child: *Cat.*
Teacher: *We didn't have "cat" in this game.*
Here it is in the box. (Display singular form).
Now try again. Think hard. Which picture went away?
Child: *Cats.*

If one child cannot supply the plural form, another child may be able to assist. Throughout the game, children are given experience both in listening to and saying the plural forms.

Drama

In drama, movement to music, and physical education, children respond to and use language which incorporates specified units, e.g.

Teacher: *Be little tiny crabs.*
Look out! Here comes the big devil crab.
Run and hide, little crabs. Don't move.

The teacher may then ask various "little crabs" where they are hiding, eliciting prepositional phrases in many cases, as well as "I'm" or "I am", e.g. *I'm under the rock.*

Language Games (cont.)

Children may listen to music and discuss what it suggests. For example, they may decide to be any of the following:

trees blowing in the wind
wild animals
little frightened animals
big rocks
speedboats
hunters stalking animals

Sometimes a simple story may evolve. Plenty of opportunities for using the language units "I'm" and "I am" will arise.

Suitable rhymes, familiar to the children may be dramatized. Teachers may check which part is being played by each child involved, giving oral practice in "I'm" or "I am", e.g.

Teacher: *Who are you?*
Child 1: *I'm Miss Muffet.*
Teacher: *And who are you?*
Child 2: *I'm the spider.*

When stories are dramatized, roles may be checked similarly. Stories can be selected in which key phrases contain language units specified, e.g.

The Gingerbread Man - *You can't catch me, I'm the gingerbread man.*

Little Black Sambo -

Tiger: *I'm going to eat you up.*
I'm the grandest tiger in the jungle.

Clothing and other items for use in dramatic play might be collected in a dressing-up box. Contents could include: dress, scarf, apron, shoes, hats, trousers, tie, shopping bag, fishing line, pieces of material for draping and tying.

Children could discuss items in the box and suggest what character would own each. Volunteers could dress up and play appropriate roles. Some situations suggested to the actors might include: *Mummy going to the store; Daddy going to work; Mummy cooking supper; The family going fishing.*

Teachers could try to create opportunities for the use of the language unit "I'm". It is suggested, however, that the spontaneity of creative play should be preserved. Any correction of non-standard language should be unobstrusive.

Language Games (cont.)

Telephone conversations

Situations might be created in which children use the classroom telephone. Children should be encouraged to identify themselves, e.g. *Hello, I'm John* or *Hello, this is Daddy*.

Pairs of children may talk informally on the telephone at various times throughout the day. By encouraging each child to dial the number of the other telephone, sequencing and later recognition of numerals may be involved in the activity.

(e) Poems, Songs and Stories

Poems, songs and stories which emphasize specified language units can also be introduced. As well as providing listening experience, the children can use these specified units in a supported situation, e.g. joining in refrains, retelling stories, singing, and saying rhymes.

Some stories, songs, and rhymes which relate to the current theme, "Self Concept: I am" are suggested below. Many of the stories may be used to stimulate discussion. In addition to the songs, stories and rhymes suggested here, teachers may introduce others, which are appropriate.

Children may learn to say some of the rhymes introduced. Others will be introduced purely for listening and enjoyment. Suitable rhymes include:

Four and Five

Today I'm four
But tomorrow I'm five.
It feels very fine
To be alive.
(Language unit: I'm)

My Motor is Humming

My motor is humming,
I'm coming, I'm coming,
Make room, make room, make room.
Not a minute to wait,
I'm late, I'm late,
Make room, make room, make room.

(Language unit: I'm)

My Nose

It doesn't breathe,
It doesn't smell,
It doesn't feel
So very well.

I am discouraged
With my nose.
The only thing it
Does is blows.

(Language unit: I am)

Poems, Songs and Stories (cont.)

Can anyone tell me, does anyone know,
The name of the thing on my face that I blow?
Yes, my nose - I can blow it
And smell with it too.

I'm listening, I'm listening,
What part of me hears?
You're right if you said
That I hear with my ears.

I hear water boiling,
Mum's making the tea.
She's pouring it now.
That cup is for me.

(Language unit: I'm)

I'm looking in the mirror,
I can see my nose.
I can see my fingers,
I can see my toes.
I can see my legs,
I can see my arms.
I'm looking at my hands,
I can see my palms.

(Language unit: I'm, plural "s")

Who am I?

I am striding like a giant,
I am scurrying like a mouse,
I am working just like Mummy
When she's busy round the house.

I'm a cowboy, I'm a pirate,
I'm an astronaut in space,
I'm a famous racing driver
Getting ready for a race.

I'm a tiger, I'm a lion,
I'm as fierce as fierce can be.
But when I find I'm tired
I can rest and just be me.

(Language units: I'm and I am)

I'm a frog, I'm little.
I'm a cow, I'm big.
I'm bigger than a dog.
Said the fat old pig.

(Language unit: I'm)

The Spinning Top

I am a spinning top,
Round and round I go.
Sometimes faster, faster,
Sometimes very slo
But when I'm not spinning
Then down I fall.

(Language unit: I'm, I am)

The Policeman

I'm a policeman.
I stand just so,
Telling cars to stop
Telling cars to go.

(Language units: I'm,
plural "s")

Poems, Songs and Stories (cont.)

Two little eyes to look around
Two little ears to hear each sound,
One little nose to smell what's sweet,
One little mouth that likes to eat.

(Language unit: plural "s")

I like cake and I like candy.
I like Mum to leave it handy.
Mum will make some cake for me,
And I will eat it for my tea.

(Language unit: I like)

Watching

I like to watch the puffs of smoke
As trains go chuffing by;
I like to watch the streams of white
As planes soar through the sky;
I like to watch the floating clouds
Beyond our bunya tree,*
And the steam rush out
Of the kettle spout
When Mummy makes the tea.

(Language units: I like, plural "s")

Bees

I don't like bees
As a general thing
When they sit down hard
And start to sting.
But I like their song,
And I like to lie
On the warm soft ground
When the bees go by.

(Language unit: I like)

I Sit on the Ground

I sit on the ground,
I stand up tall,
I bounce and I bounce,
Like a big round ball.
I clap my hands
And I nod my head
I switch off the light
And I go to bed.

I Like Plums

I like red plums,
Purple and blue.
I like plums
And so do you.
Red plums, fat plums,
Hanging on a tree.
Enough plums to eat
For you and me.

(Language units: I like, plural "s")

* Substitute name of familiar tree.

BLOCK A

Poems, Songs and Stories (cont.)

Many of the songs suggested here are action songs. For example, children might run as they sing "I'm Running". Indoors, it may sometimes be necessary to restrict the number of children involved in acting at any one time. During outdoor activities, however, such restrictions will be unnecessary.

Sources for songs and abbreviations used are:

1. "Van Leer Selection" contains all songs referred to by number, e.g. A6, M2, etc.

2. McHenry, Zoe "Kindergarten Hour" referred to as "McHenry".

3. Miller, M. and Zajan, P. "Finger Play" referred to as "Miller & Zajan".

4. Brumby, Colin "Songs and Signs", Books 1 and 2 referred to as "Brumby 1" and "Brumby 2".

5. Matterson, E. "This Little Puffin" referred to as "Puffin".

Suitable songs which either stress language units specified in Block A or relate to the current theme include:

Language Unit	Song
I'm, I am	*I'm Jumping* (A1) *The Tugboat* (A2) *Little Jumping Joan* (A3) *The Gingerbread Man* (A4) *I'm Running* (A5) *I Will Be a Pine Tree* (A7) *I'm a Dear Little Pussy* (A8) *I'm Riding on an Elephant* (A9) *I'm on My Way* (A10) *I'm Jumping (2)* (A11) *I'm a Tree* (A13) *I am a Kangaroo* (McHenry, p. 7) *I'm a Great Big Tiger* (McHenry, p. 5) *I'm a Little Teapot* (Miller & Zajan p. 3) *I am a Soldier* (Brumby 2, p. 5)

Poems, Songs and Stories (cont.)

Language Unit	Song
plural "s"	*Five Little Candles* (D4) *The Tugboat* (A2) *Johnny Works with One Hammer* (Miller & Zajan p. 21) *The Wheels of the Bus* (Miller & Zajan p. 29) *Buses and Trams and Trains and Trucks* (Brumby 1, p.9)
prepositional phrases	*I Will Be a Pine Tree* (A7) *I'm a Great Big Tiger* (McHenry, p. 5)
content only	*Mary Wore a Red Dress* (M1)

Teachers may be able to locate suitable songs in addition to those listed here. Words of songs may be adapted to suit the experiences of the particular group of children. Children could be encouraged to suggest additional verses for some songs. After singing the first verse of "I'm Running", the children might think of new actions to perform and provide appropriate words to sing.

Using well known tunes, the children and teacher may sometimes invent new songs. For example, following mime, words such as these may be sung to the tune of "Johnny Get Your Hair Cut":

I am eating sausage, sausage, sausage,
I am eating sausage for my supper.

The names of foods and the meal selected are substituted according to each child's choice.

Recordings of some songs might be made available on tape. At first, these may be used to provide listening experience and enjoyment. Later, children may wish to join in singing. The following songs are regarded as suitable:

Mary Wore a Red Dress	(Tape C1)
The Gingerbread Man	(Tape C3)
I'm Running	"
I Will be a Pine Tree	"
Buses and Trams	"
I am a Soldier	"
I am a Great Big Tiger	"

BLOCK A

Poems, Songs and Stories (cont.)

Reading or telling stories to the children has value in a language program such as this. Children's listening skills will be developed, while at the same time experience in the use of particular language units is acquired.

A story time, sometimes quite short, may be included in the activities of most days. Favourite stories may be retold a number of times, the children joining in refrains and the repeated sayings of various characters, e.g. *Tiger - I'm the grandest tiger in the jungle.*

Later, children could join in taking the role of storyteller. Dramatization of suitable stories also gives additional practice in the use of language units specified. (p. 35).

Among stories suitable for their emphasis on language units are:

Language Unit	Story
I'm, I am	*The Little Gingerbread Boy* - traditional *Little Black Sambo* by Helen Bannerman (Schatto and Windus, 1954) *In, On, Under and Through* by Joan Elwart (Whitman, 1965) *I am Here* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *My Friends and I* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *Going to School* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *My Book About Me* by Dr Seuss & R. McKie (Random House, 1969; Collins & Harvill, 1971) *Me* - P.M. Instant Readers, Teacher's Edition No. 1R9 *Busy* - P.M. Instant Readers, Teacher's Edition No. 1R6 *Grown Ups* - P.M. Instant Readers, Teacher's Edition, No. 1R7 *Planes* by B. Randell, P.M. Story Readers, Teacher's Edition, 1969 *Breakfast on the Farm* by B. Randell, P.M. Story Readers, Teacher's Edition, 1969. *Breakfast in Bed* by B. Randell, P.M. Story Readers, Teacher's Edition, 1969 *I am a Frog* by Jennifer Courtney (So-High Books, Hamlyn, 1970)

Poems, Songs and Stories (cont.)

Language Unit	Story
I'm, I am	*What is Big?* by H. Wing in *Sounds of Numbers* by Bill Martin (Holt, Rinehart & Winston, 1966 pp. 36 - 57).
plural "s"	*Go Dog Go* by P. D. Eastman (Collins & Harvill, 1965) *Ten Apples Up on Top* by Theo Le Sieg (Collins & Harvill, 1963) *Big Frogs, Little Frogs* by P. Miller & I. Seligma in *Sounds Around the Clock* by Bill Martin (Holt, Rinehart & Winston, 1966, p. 80 -87) Selected number stories
prepositional phrases	*In, On, Under and Through* by Joan Elwart (Whitman, 1965) *The Up and Down Book* by Mary Blair (Hamlyn, 1966)
feminine gender	*Goldilocks and the Three Bears* - traditional Other stories about girls

Stories that might be considered because of the relevance of their content are:

Who Are You? by Joan Bradfield (Whitman, 1966)

The Ear Book by Al. Perkins (Collins & Harvill, 1968)

The Listening Walk by Paul Showers (Black, 1963)

The Eye Book by Theo Le Sieg (Collins & Harvill, 1968)

The Nose Book by Al. Perkins (Collins & Harvill, 1971)

Follow Your Nose by Paul Showers (Black, 1970)

The Very Little Girl by Phyllis Krasilovsky (World's Work, 1953)

The Very Little Boy by Phyllis Krasilovsky (World's Work, 1962)

Me by B. Clure & H. Rumsey (Bowmar Early Childhood Series, 1968)

Things I like to Do by B. Clure & H. Rumsey (Bowman Early Childhood Series, 1968)

(f) Rhythmic Activities

Rhythmic activities provide enjoyable practice in the use of new language patterns. Rhythm is used to accentuate some elements of language, e.g. auxiliary verbs which are commonly omitted in the English used by Aborigines.

The Talking Drum

Before introducing the talking drum, the children are given oral practice at saying their names using the "I'm" language unit. They are then told that we can make a drum talk. The teacher demonstrates, saying her name and beating time on the bongo drums, e.g.

/ / - / - -
I'm Mrs Dougherty

The children may join in saying the teacher's name and clapping time. The children are then in turn invited to make the drum say their names. The whole group joins in saying and beating each child's name, e.g.

/ /
I'm Grant

/ - / -
I'm Petrina

/ / -
I'm Darwin

/ / - -
I'm Horrie-John

Movement

Children are given opportunities to carry out various actions, e.g. hopping, jumping, running, wriggling, flying. They are then asked to tell what they are doing. The teacher encourages use of the language units "I'm" or "I am" as children report their actions, e.g. *I'm running; I am crawling.*

As one child continues an action, the whole group joins in saying his story, while the teacher makes the bongo drums talk with the children. A child may later play the drums. Other rhythm instruments may also be introduced. Many of these are easily constructed from common materials, e.g. pairs of click sticks made from lengths of heavy dowelling; shakers consisting of pebbles, gravel or beans in tins, boxes or plastic jars; drums consisting of large decorated tins with rubber from tubes stretched across the top. (Coconut shells with a section cut from the top also make suitable drums.)

Eventually, the whole group of children will be involved in saying a sentence, e.g. *I'm hopping*, and at the same time either carrying out the action or providing rhythmic accompaniment. In addition to rhythmic language sessions held in the classroom, some rhythmic language activities of this type may be included in most outdoor activities.

Rhythmic Activities (cont.)

Use of the Mirror in Rhythmic Activities

In the rhythmic language activities already described, children carry out actions, at the same time saying and hearing the description of the action in Standard English, e.g. *I am jumping*. By performing actions in front of the large mirror, in addition to moving, saying and hearing, children also see themselves carrying out the action.

Several children may face the mirror at once, seeing themselves move as they speak. The whole group may sometimes join in moving around the room, being encouraged to watch themselves in the mirror as they go past it.

The mirror is of particular value during the early months of the program. As well as adding a visual dimension to the child's experience of his own actions and accompanying language, it has a role in extending the child's self concept and feelings of competence.

Distinguishing Rhythms

Sometimes the drum may talk by itself. Children listen and try to tell what the drum is saying. After the sentences "I'm little" and "I'm big" have been introduced both in oral and printed form, the children may play a game in which they make themselves either big or little in response to one of the above sentences.

The teacher tells the children that the drum will now tell them, instead of the story card. Children listen to the rhythm and make themselves either big or little, as directed by the drum, e.g.

/ /
I'm big

/ /
I'm little

The contracted and full forms of many new language units will be introduced, e.g. "I'm" and "I am", and later "He's" and "He is", "She's" and "She is". As there is no difference in meaning between the units of each of these pairs, children are likely to confuse the two forms later on when greater recognition demands are made of them. Once both the full and contracted forms "I'm" and "I am" are in use, rhythmic accompaniment may be used to help children become aware of the differences between the two, e.g.

/ /
I'm big and / / /
I am big

When both printed forms have been introduced, teachers may sometimes point to each word as the story is read, while rhythmic accompaniment is used to accentuate the difference between the two sentences. (Refer to Manipulation of Units, p. 47). Care should be taken during rhythmic activities to preserve natural language rhythm as far as possible.

Rhythmic Activities (cont.)

Following introduction of the talking drum, children may enjoy listening to the recorded story "Little Indian Drum." (Tape C1, side A, band 1). This is a story about a little boy who learns to send messages on his talking drum. The story, "Hand, Hand, Fingers, Thumb" by Al. Perkins (Collins & Harvill, 1970) may also be introduced.

(g) Art and Craft

Art and craft activities may include some which relate to the current theme or provide opportunities for oral use of specified language units.

Children may paint or draw a self portrait. Each child tells about his picture, providing a caption which the teacher writes for him. Some of the captions will contain the units "I'm" or "I am" (p. 53).

Children's captioned portraits may be displayed and captions re-read from time to time. As well as providing reading material, such a display may be assembled in preparation for a visit to the school by parents and other interested relatives.

Silhouettes of the children may be made, using large sheets of paper pinned to the wall. Teacher and helpers use lumber crayons to draw an outline of one child who stands against the paper. On a sunny day, a child's shadow cast on to a paper against the wall may be outlined. Sticks may be used to outline shadows on the ground.

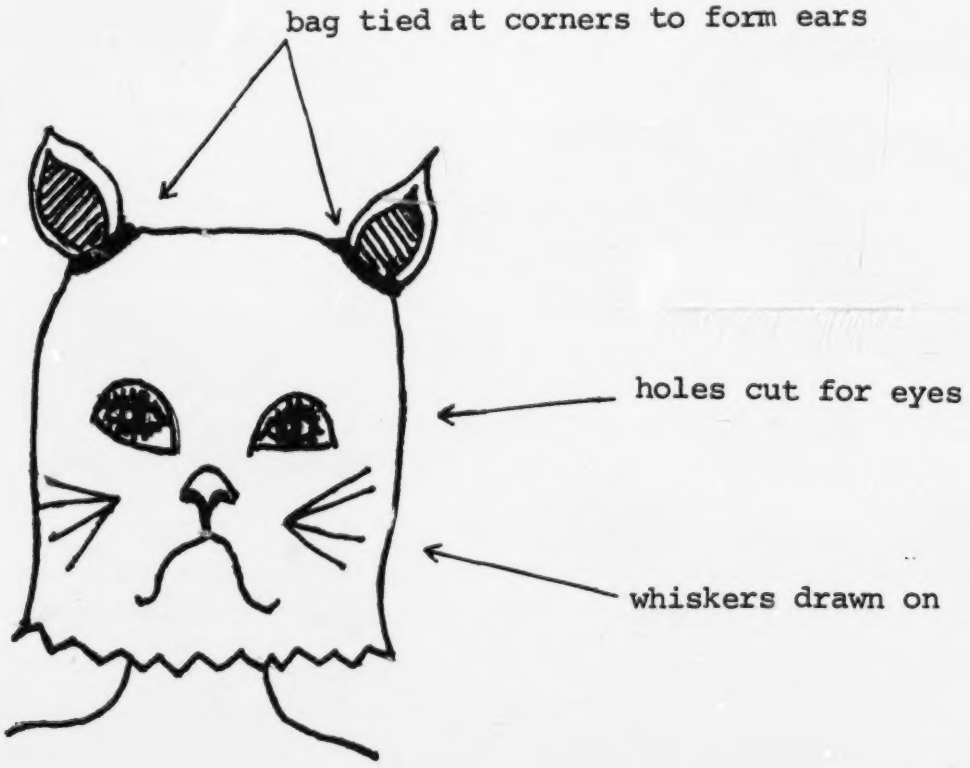
Children may outline their hands and feet. Later, a child may make patterns consisting of several outlines of hands and feet. Children in the class may all participate in making a mural of hand prints.

Eileen Jack Cindy Cliff Christine Danny Shane Patrick Ashley
Peggy Norman Lolly Darwin Petrina Desley Violet Roy Bonnie Ivy

Art and Craft (cont.)

Plaster casts of children's hands may be made from clay impressions. Children's names may be added after the cast has dried. This activity may extend over many weeks. Perhaps one cast could be made during each art period. Casts may be discussed in terms of size. It would be useful to include a cast of the teacher's hand, that of a man and, if possible, one of a small child's hand.

Children might construct some items for use in dramatic play. For example, feathers may be collected, painted and inserted into strips of hessian to form Indian head-dresses. As objects such as these are used, opportunities to practice the "I'm" and "I am" language units will arise, e.g. *I'm an Indian.* Masks made from large paper bags may serve the same purpose.



BLOCK A

2. READING

(a) Manipulation of Printed Units

In the progression from oral language to reading, a close association between oral and printed forms of language units is maintained. Following oral practice in the use of selected language units, children are accordingly asked to tell their stories in writing. Magnetized language units are combined on the magnetic board and are "read" by children individually or in unison.

Introduction of "I'm" + name

Before proceeding to the use of printed units, children are given oral practice in telling their names using the "I'm" unit, perhaps playing the game "Introductions." (p. 26).

The teacher may say her name, e.g. *I'm Miss McDonald.* As she does so, she combines the printed "I'm" unit with her name card on the magnetic board. She then asks who can read her story. If no one knows, she repeats her sentence orally, placing the cards together on the board again.

When the children have "read" the story, the teacher can remove her name card and ask who else would like to tell his name in writing.

As a volunteer combines his name card with the "I'm" unit, he says his sentence, e.g. *I'm Warren.*

The contracted form "I'm" has been given greater prominence than "I am" as the contraction occurs more frequently in oral language. Listening experience in the use of both forms should however be continued. Furthermore, during activities involving manipulation of printed language units, the card for the full form, "I am", should be available. If a child uses this form orally, the printed card should be handed to him as he is invited to tell his story in writing. The children can be told that "I am" is another way of saying "I'm".

If the full form "I am" is not used by any child, the teacher might introduce it. Once both forms are in use in printed as well as oral form, rhythm activities may be used as an aid in distinguishing them, e.g.

/ /
I'm John and
/ / /
I am John.

To help children understand that each part of a spoken sentence corresponds to a particular part of the written form, teachers might sometimes point to each word as the children "read". When this is done, care should be taken to maintain the natural rhythm of spoken language.

Manipulation of Printed Units (cont.)

Introduction of "I'm" + "a boy"/"a girl"

Just as the combining of the printed unit "I'm" with children's names was preceded by oral use of this construction, the units "a boy" and "a girl" will be used orally before the printed form is introduced.

When children are asked to tell about themselves, the sentences "I'm a boy" and "I'm a girl" will arise. All of the children may tell about themselves using one of these sentences. Further oral practice may be given as the children are sorted into two sets - a set of boys and a set of girls. One corner of the room may be designated the boys' corner, and another the girls'. Each child states either "I'm a boy" or "I'm a girl" before going to the appropriate corner. Teacher and children might count how many members there are in the two sets. (In a later session, matching of the two sets may be carried out.)

At a later stage, the magnetic board might be used. One child states orally "I'm a boy." The "I'm" card, already becoming familiar to the children, could be ready in place on the left side of the board. As the child says "I'm a boy", the unit card "a boy" is handed to him and he tells his story in writing. The child manipulating the unit cards "reads" his story. Other individuals and the group of boys might then "read" it also.

After several boys have stated their sentence orally, combined unit cards, and have "read" their story, a girl is given a turn. The new unit card "a girl" is handed to her in the same way as "a boy" was previously introduced.

During the next session with printed units, the boys' and girls' corners may be labelled with sentence strips - "I'm a boy", and "I'm a girl," respectively. These corners may be used when boys and girls are assembled separately for activities such as dancing, two-part action rhymes. Labels should be fixed at a height within reach of the children.

Introduction of "I'm" + "big"/"little"

During the early weeks of the program, children will have many experiences relating to size, especially of themselves and others in the group. They make comparisons of height as they stand together in front of the mirror. Coloured paper strips "as big as" each child's foot are torn off, labelled, and compared. Children's heights are marked on a wall strip and are discussed. Activities involving seriation of children in terms of size (height) are begun.

Manipulation of Printed Units (cont.)

Activities in which the children use the oral forms of "I'm big" and "I'm little" are also introduced. The children may play a game in which they make themselves "big" or "little" as directed by the teacher:

Teacher: Make yourself.....big.

Teacher: Tell me about you now.

Child: I'm big.

All of the children are involved in using the sentences "I'm big" and "I'm little", either individually or as a group.

The teacher can hold up the printed unit card "I'm" and combine "big" with it as she says the sentence. She then asks who can read her story. If necessary, she repeats the sentence and combines the cards again. When the children have discovered what the writing says, the sentence is "read" by several children individually and by the group.

Children are invited to tell a story about themselves and then to make it in writing. In addition to the new card "big", units "I'm", "I am", "a boy" and "a girl" and children's name cards should be available for use as required.

During another session, the printed form of "little" can be introduced similarly, following oral use of the sentence "I'm little."

Additional Vocabulary Requested by Children

During activities involving manipulation of language units, children will sometimes want new word cards for story making. A child may say "I'm five." If he is not satisfied with saying the story, and wants to see it in writing, the teacher can write his word on blank card kept for the purpose. The teacher need make no attempt to reintroduce such words to the group as a whole. However, the child who first requested the word may wish to use it again and again. Such use should not be discouraged.

(b) Recognition of Words and Units

In the first term of this program, it is not expected that many children will recognize more than a few units or words. Manipulation of language units at this stage should serve to reinforce oral patterns of language and provide children with a realization that reading is a form of communication.

Recognition of Words and Units (cont.)

Visual skills developed through the perceptual training program will contribute to the gradual development of children's sight vocabularies. In addition to those visual activities discussed in the perceptual skills program, the following reading activities are suggested:

Recognition of Children's Names

It may be expected that for each child in the group, one of the most meaningful words to be encountered is his own name.* Teachers could encourage children to identify their names through a variety of activities. Each child is given a magnetized name card for use in manipulation of language units on the magnetic board. At the beginning of a session using such cards, they can be spread on the vinyl mat for each child to find his own name, thus reinforcing recognition of the word.

Children's desks, boxes, books, etc. may also be clearly labelled with their names. Materials, stored in cupboards, might at times be held up for owners to identify.

When a news sheet or other experience reading material contains the name of a child in the class, children may be encouraged to "guess" whose name it is, as it is written.

As well as beginning to recognize names of some other members of the class, children may take special responsibility for name cards and labelled property of puppets.

Sentence Matching

Pictures around the room may have been captioned with sentences such as -

I'm a boy.

I'm a girl.

I'm big.

I'm little.

Following manipulation of language units on the magnetic board in which some of these sentences are used, children may be shown one of the sentences on a strip of card and asked to match it with another in the room. As the sentence is matched a child "reads" the story. Other children then "read" it also.

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* Teachers need to check that the name on official records is accepted by a child as his name.

Recognition of Words and Units (cont.)

Recognition Games

When pairs of sentences, e.g. "I'm big" and "I'm little" have been used on the magnetic board, children might watch carefully and do what the story tells them when the teacher holds up one of the sentence strips. When "I'm big" is held up, children make themselves big. They might also respond by reading the sentence aloud.

A similar game may be played using "I'm a boy" and "I'm a girl". When "I'm a boy" is held up, all the boys stand and read their story. Similarly, girls stand and read when their story appears.

Locating Words Within Sentences

The approach to reading adopted in this program places little emphasis on single words in the early stages. Children are introduced to reading as communication of ideas in full sentence form. It is suggested that sometimes, as children read a sentence, the teacher point to each word as it is read, preserving natural language rhythm. Children will in this way begin to understand that particular elements of spoken language correspond to elements within the written form of the sentence.

A further step towards later recognition of individual words may be taken informally. After reading a sentence, e.g. "I'm a boy", the teacher might ask if anyone can find the piece of the story that says "boy". Re-reading the whole sentence may help the children to locate the given word.

At this stage, teachers may ask children to locate only a few of the content words, e.g. "boy", "girl", "big", "little".

Locating individual words in this way might well be a useful activity with the more advanced children.

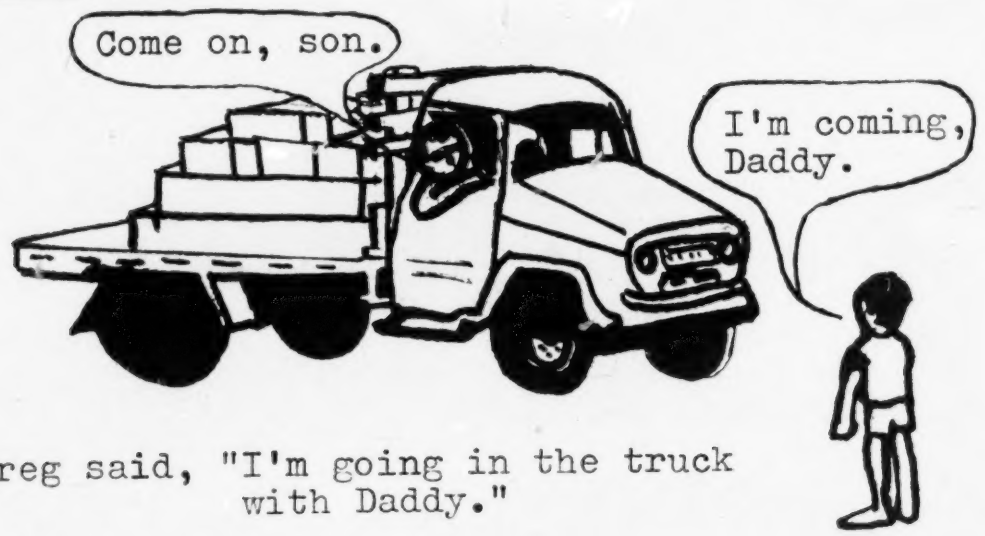
(c) Experience Reading

A great deal of the reading material used in this program will arise from the oral language of the children. In a variety of situations, the children's oral language is written down, "read" immediately and re-read later. News charts, captioned pictures, records of discovery activities, picture talks, games and letters composed by the group are among the experience reading materials which may be developed.

News

Each morning at least one of the items contributed by children can be written on a news sheet. Teachers, sometimes with children's help, may sketch a picture to accompany the item. The activity, "What is he saying?" (pp. 24 - 26) in which children supply the direct speech of characters depicted, may be extended to news sheets, e.g.

Experience Reading (cont.)



Greg said, "I'm going in the truck with Daddy."

Illustrations from Stories

Pictures of characters from familiar stories may be captioned by children and teacher. Direct speech, indicated in the cartoon convention, may be suggested by children. The use of direct speech provides opportunities for including "I'm" or "I am", e.g.

Some of the refrains or sayings associated with story characters may also accompany illustrations of this type. Reading material such as this may be re-read at intervals, perhaps at the end of the morning talk session.

Experience Reading (cont.)

Art

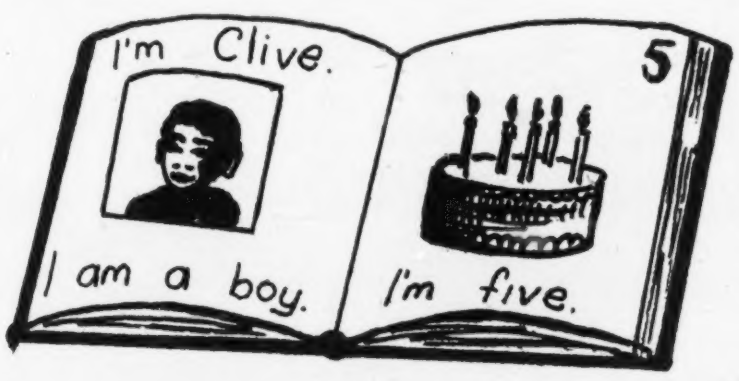
Children may draw or paint some aspect of a familiar story. As each child finishes his picture, the teacher records underneath it the story that he tells.

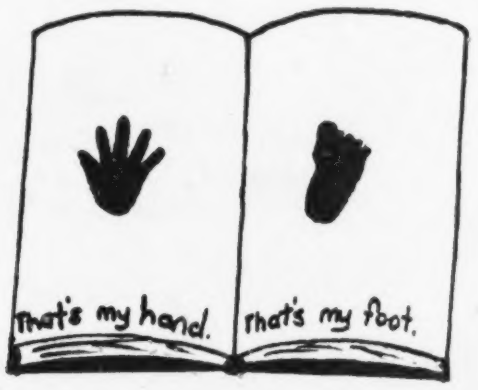
Other pictures drawn or painted by the children may also be captioned in this way. Some of these, e.g. self portraits, may provide opportunities to use the language unit "I'm". When the child's story has been written for him, both teacher and child can read it. Sometimes, captioned pictures may be displayed and "read" in a group situation.

If pictures are to be taken home, teachers should attempt to check each child's "reading" of his story just before he leaves school. Children can be encouraged to "read" their stories to everyone at home.

Personal Books

For each child, a personal book may be compiled. There may be included in this book a captioned photograph of the child; information about him, appropriately illustrated; drawings by the child, including a self-portrait; hand and footprint or outlines, e.g.

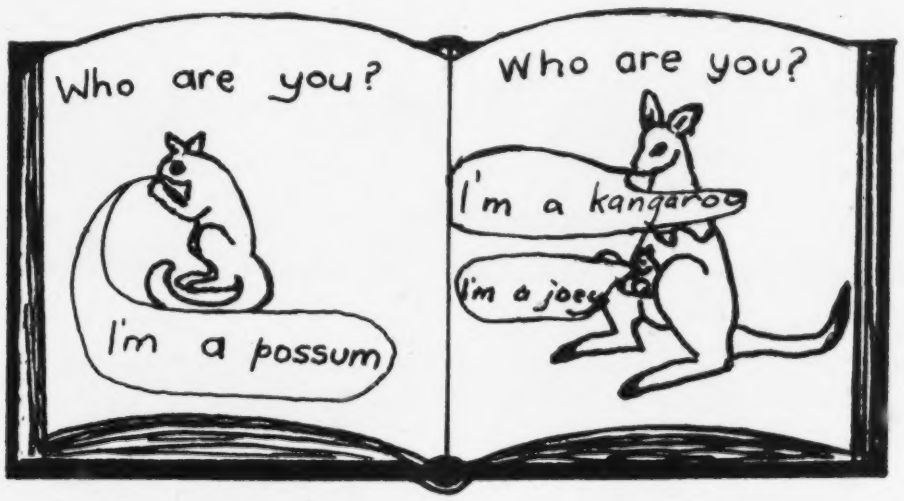




Experience Reading (cont.)

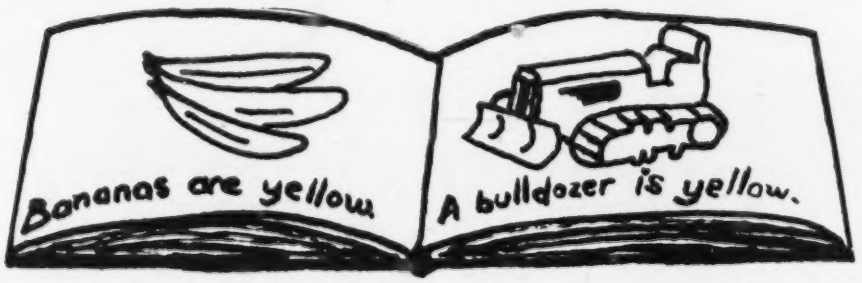
Class Picture Books

Picture books of animals or people may be made by the children. Direct speech, in which "I'm" or "I am" occurs, may be added. The children and teacher may re-read these books quite frequently. Books made by the group in this way may be left in the book corner for children to use, e.g.



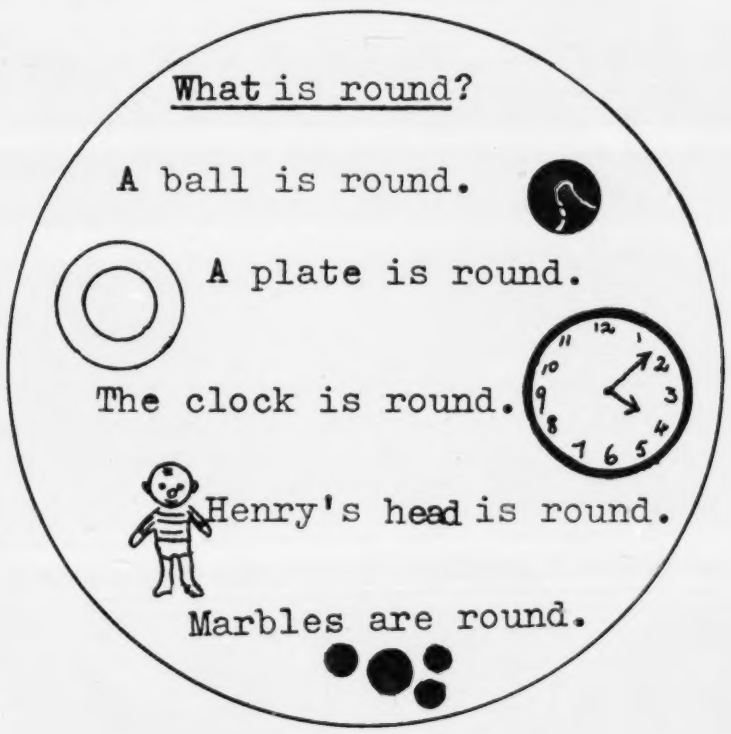
Records of Discovery Experiences

Charts or books may conveniently summarize discovery experiences. Children may sort objects in terms of colour. They may go on a colour walk, perhaps searching for objects of a particular colour. On returning from their excursion, they discuss what was observed while the teacher acts as recorder. A series of colour books similar to the following may eventually be compiled, e.g.



Experience Reading (cont.)

Tactile experiences, provided by use of the"Feel Bag"also may form the basis for experience charts or books. (Refer to "Discovery", p. 80) e.g.



Experience reading records may sometimes result from activities in which new terms are introduced to the children. For example, ordinal terms may be practised as children take part in a race. The resulting charts may be useful in terms of both concept formation and reading, e.g.

In addition to experience reading activities described here others have previously been suggested, e.g.

Birthdays, p. 21

Picture Talks, p. 24

Language Game, "Introductions", p. 26

Language Game, "What am I doing?" p. 30

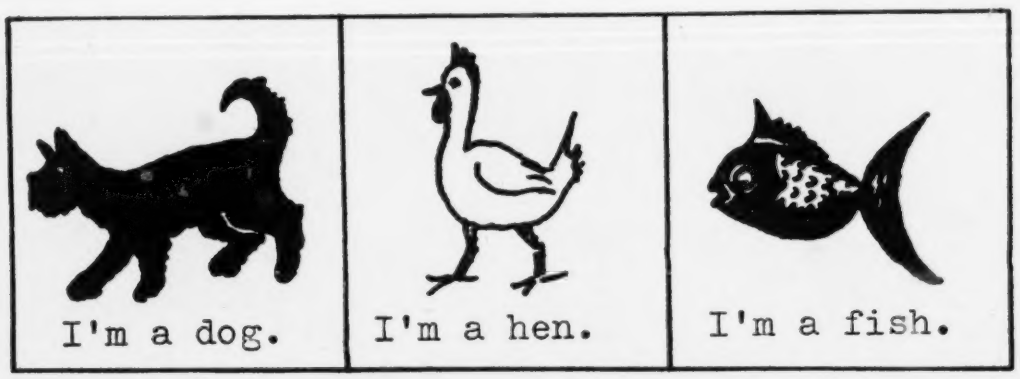
(d) Rhythmic Reading

A few well-known rhymes may be written on charts or in a large book and used for rhythmic reading.

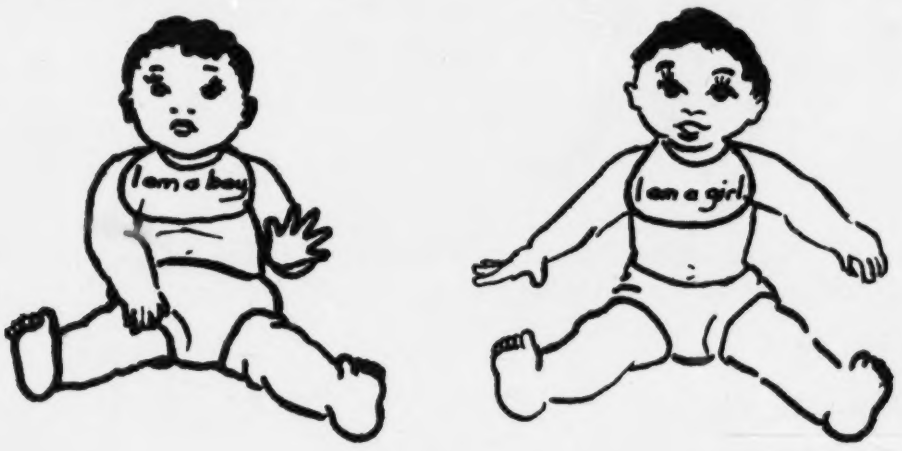
(e) Practice Reading

Language units already familiar to the children may be used in preparing materials for practice reading. These materials may include charts, large books, duplicated sheets and booklets. Some "take-home" material may usefully be provided for practice reading. Children's reading of sheets or booklets should be checked before these are taken home. When teachers are talking with parents or other relatives of the children, the value of the family's interest in the child's school achievements might be discussed.

Although practice reading material will contain language units which have been introduced in printed form, unfamiliar content words could also be used when the clue is obvious from the picture, e.g.

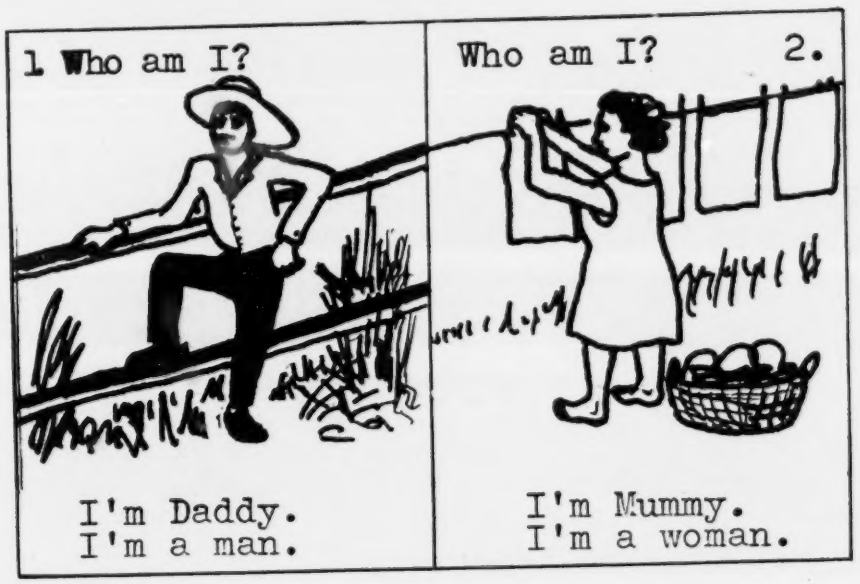


Puzzles which encourage children to use their reading skills might be devised. The children might discuss a picture of twins as in the following illustration. They might be told that the babies, a boy and a girl, looked very much alike. Their mother thought of a good idea to help people tell them apart. What did she do?



Practice Reading (cont.)

Towards the end of the first five weeks, the reading booklet "Who am I?" could be introduced, e.g.



Teachers may sometimes spend short periods with small groups of children when using materials such as these. The back cover of each child's book may be completed by the teacher as dictated by the child, e.g.

I'm Danny.
I'm a boy.
I'm big.

Writing

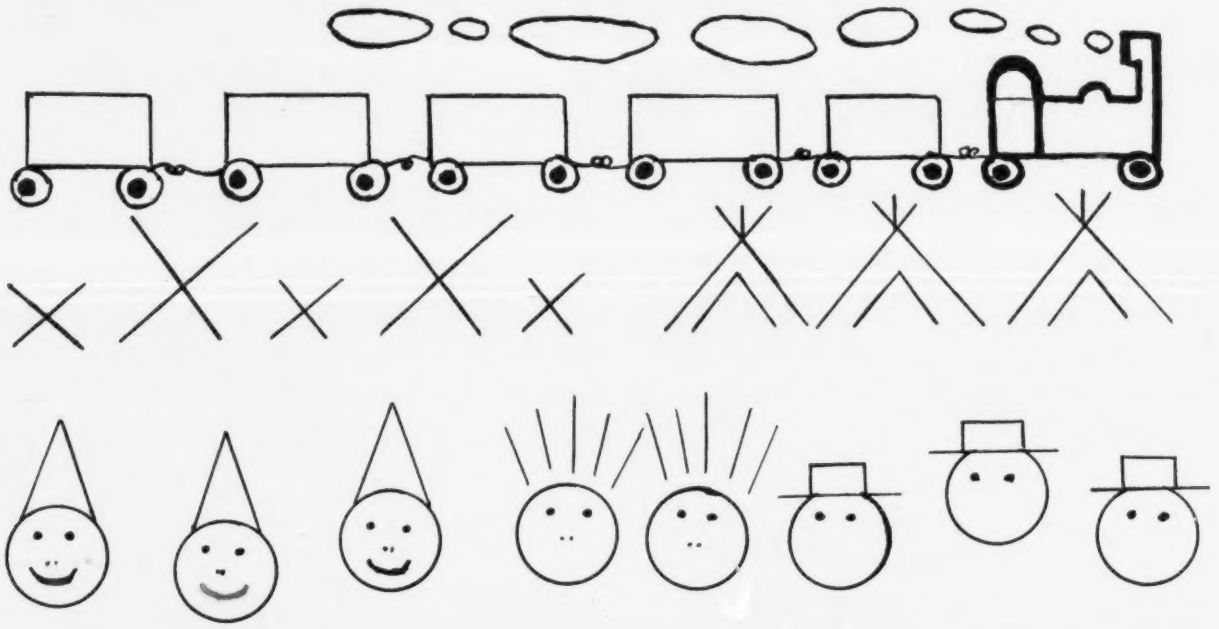
Even in the early weeks of the program, writing activities will extend beyond the developing of manipulative skills and learning the conventional way of holding pencil or crayon. A more important aspect of writing is the conveying of meaning. Tracing or copying of short sentences will therefore be initiated.

A wide range of activities in the program will incidentally contribute to the development of manipulative skills required for writing. Among these are drawing, painting, modelling with clay or plasticine shaping pipe cleaners , paper tearing and cutting, completing puzzles in which fine movements are required, and bead threading.

Other activities more closely related to writing include making shapes used in writing:- in the air; in the dirt or sand; when finger painting; or, using crayons or pencils, copying or tracing writing patterns on paper. When children copy shapes, they may first watch the teacher's movements. Some writing movements may be practised as the children draw objects according to the teacher's directions, e.g.

Teacher: *The little boy on your paper wants some balloons. Watch while I draw one for him.* (Pause) *Let's all draw one like that in the air. Now you draw some on your paper for the little boy.* (Pause) *Now draw some strings on the balloons so that they won't blow away. Let the little boy hold on to them.*

Prepared worksheets may involve tracing pictures or patterns, often incorporating the basic shapes of script print. Alternatively, writing cards covered in plastic (bank book covers) may be traced using chinograph pencils, e.g.



Some writing cards or worksheets might be available for selection by children during free activity periods. If a spare blackboard is available, this may be set at an appropriate height for children to use. Children can be encouraged to make writing patterns or to trace or copy the teacher's writing on this board.

For children's first attempt to write sentences, worksheets could be prepared. The sentences, previously constructed on the magnetic board, will often be accompanied by illustrations. At first, children may trace the sentences after watching the teacher write by copying her movements. Later, some children might attempt to copy the sentence.

Sometimes children may select an appropriate worksheet from two or more. Two types of worksheets might be available, one labelled "I'm a boy" and the other "I'm a girl". Each child tells the teacher which story to give him and also indicates the correct sheet if he is able.

On a prepared worksheet, the child can trace his sentence, draw a picture and add his name if he can copy it. If not the teacher writes the name for him to trace.

3. PERCEPTUAL SKILLS

(a) Auditory

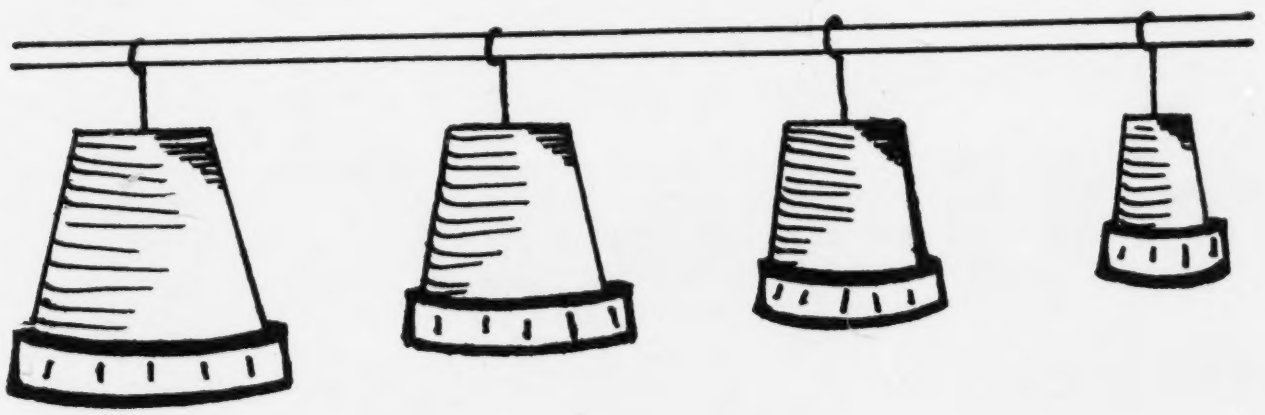
Investigating Sounds

In the early stages of the program, activities will involve children in active listening and discriminating. Gradually, children will progress from discriminating gross differences between sounds to finer discrimination.

Sounds made by common objects may be investigated by the children. During "listening time", children may take turns at producing sounds with materials available. Some listening sessions may be held outdoors, using objects collected by the children. Additional listening experiences using common objects may be provided informally as opportunities arise, e.g. cutting or tearing paper during craft activities, pouring water, mixing paint, using chalk.

Experience with objects of different sizes may include the investigation of sound differences. The sounds of rhythm sticks of different lengths and thicknesses and of bottles, bells, drums and flower-pots of various sizes may be investigated.

Eventually, children may become sufficiently aware of differences in pitch to make an arrangement of a number of objects of the same type. Flower-pots, suspended by cord knotted inside, and struck with a hardwood stick might be arranged as:



A xylophone may be investigated by the children. Verbalization of discoveries relating to size and sound differences may be encouraged. If a piano is available, children may look inside and report what they notice as the hammers strike the strings.

Auditory (cont.)

Children may listen to any other musical instruments available. Adults may be willing to give demonstrations to the children.

Following investigation of sounds made by common objects and by some musical instruments, children might suggest ways of making new rhythm instruments for their own use. Many different materials may be placed in a variety of containers. The children may subsequently use the instruments that they construct for rhythmic activities.

Recording and Identifying Sounds

Some of the sounds investigated or created by children may be recorded and played back immediately. Sounds taped during these sessions may be collected and played back later for identification. Sounds for identification might also be produced by the children or the teacher out of sight of the listening group.

Phonic Characters - Henry, and Susie Seasnake

Henry serves the dual purpose of developing children's awareness and articulation of the initial "h" sound, and gives practice through language games in the use of language units. The games "Introductions" (p. 26) and "Where is Henry Hiding" (p. 32) have been described previously. Additional activities to increase awareness of the "h" sound can be devised. Children may say Henry's name in front of a lighted candle, trying to make the flame flicker. They may also feel their breath on their hands and, when the weather is cooler, frost the mirror as they say Henry's name.

Among the rhymes which children either listen to, or join in saying, are some that stress the initial "h" sound (p. 64).

Susie Seasnake is the first of a series of phonic glove puppets to be introduced. Susie will help children to hear sound similarities and, by creating awareness of the "s" sound, helps to establish its use in plurals, possessive forms, "s" verb endings as well as the important auxiliary verb "is" and its contraction "'s".

"Susie Seasnake Likes"

In this game, the children guess what Susie Seasnake likes, using a full sentence form, e.g. "Susie Seasnake likes scissors." Susie signifies agreement or disagreement with the children's suggestions by nodding or shaking her head. The children and the teacher then recount what has been discovered, e.g.

Auditory (cont.)

Susie Seasnake likes sand.

Susie Seasnake likes seaweed.

Susie Seasnake likes sausages.

As the game progresses, the children will learn the "secret" about what each character likes and, later, will be able to state this, e.g.

Susie Seasnake likes everything that starts with "s".
(Use the sound only, not letter name.)

It may take several weeks of playing this phonic game before the children are able to state the "secret".

Susie Seasnake's Collection

The children might start a collection of things that Susie Seasnake likes. These will be kept in her box. Susie can sit above her box, with a name card and her picture. (This will help children to match characters with their collections).

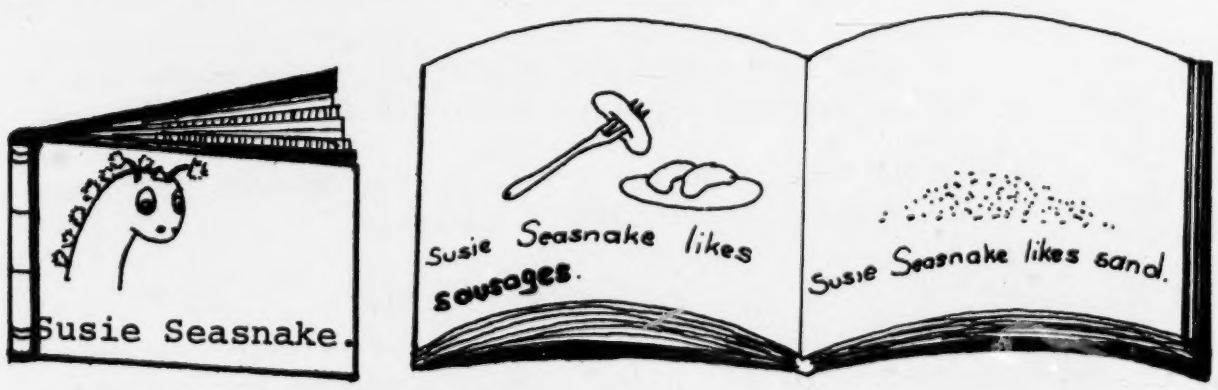
Excursion with Susie Seasnake

Susie Seasnake might be taken on a walk, to start her collection. The children can be told that Susie wants them to get lots of things that she likes to put in her box. As items are collected the children and Susie can say their names and decide if each is appropriate.

The children may make additions to Susie's collection during the morning talk session in the following days and weeks. From time to time the collection can be reviewed, involving the children in saying and listening to the names of items.

Susie Seasnake's Book

A book about Susie Seasnake can be started. This will summarize the discoveries about what Susie Seasnake likes.



Auditory (cont.)

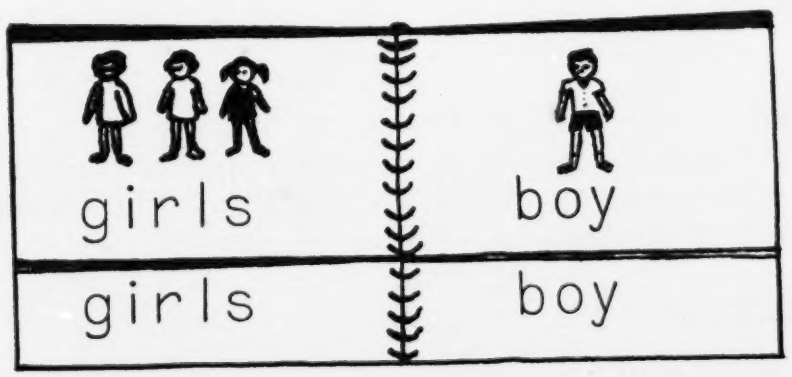
For illustration, children's drawings made on manilla paper and cut out, may be used in addition to the teacher's efforts. Actual objects or materials may be glued into the book, e.g. stick, sand. A sack can be cut from a piece of hessian.

Reading Susie's Book

A sentence arising from the game "Susie Seasnake likes....." and provided orally by the children can be written on each page of Susie's book, e.g. "Susie Seasnake likes sandwiches." Rhythmic reading of Susie's book then provides enjoyment of their artistic creation, as well as developing the children's auditory skills and interest in reading.

Plural "s"

Activities with Susie Seasnake have been designed to create awareness of the "s" sound in general. A particular usage of the "s" sound emphasized in the early months of this language program is the plural "s". Some activities to give practice in its use have already been suggested, e.g. "Plurals Activity" (p. 33) and "Which One Went Away" (p. 34). In addition, teachers may devise games using the strip book* in which singular and plural forms of several words are illustrated.



Children may first label each picture, e.g. "girls", "dog" and count the number of objects on each page. The book may then be opened at random, while children try to be first to name the picture. Alternatively, children may watch for a particular picture, e.g. "cars" and perform a specified action when it appears, e.g. "Sit down when you see 'cars'."

Later, the "word" strips at the bottom of each page can be used for matching as a visual discrimination activity.

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* See "Matching" (p. 67) for a description of strip books.

Auditory (cont.)

Phonic Memory Game (Kim's Game)

In this phonic version of "Kim's Game", all the items used have the same initial sound. The game therefore exposes children to sound similarities while developing memory.

The children sit in a circle and the collected objects are placed in the centre. All the objects are named, e.g. scissors, sock, cent, snake, sandwiches. The children are told to look carefully and see how many things they will be able to remember after the objects have been covered up. As an aid to memory, all may say the name of objects as one child points. The children count the items which are then covered by the teacher.

As children supply the names of hidden objects, these may be listed. The children count the names to see if all the objects have been remembered. (Later in the year, the children will have become more aware of sound similarities. As words are listed, opportunity to begin noticing similarities in the written words is given. Developing visual and auditory skills in combination in this way begins to form a basis for phonic word attack skills.)

Vocal Sound Effects

Children may provide vocal sound effects for stories and dramatization, e.g.

huffing	(*The Three Little Pigs*)
rrr-rrr-rrr	(starting the car)
grrr	(Tiger in *Little Black Sambo*)

Rhymes and Finger Plays

As children enjoy saying or listening to rhymes, their awareness of sound similarities and differences is developed. Some of the rhymes included here stress the three sounds given particular attention at this stage - "h", "s", and "m". (The "m" sound is included since establishing the language unit "I'm" in the children's oral language requires an awareness of the difference between "I" and "I'm".) The following rhymes and finger plays are suggested -

Auditory (cont.)

Stirring

Stir the soup in the pot,
Make it nice and hot,
Round and round and round and round
Stir the soup in the pot.

Henry's House

Here is Henry.
Here's his house.
Here's his house
High on the hill.

Hurry, Henry,
Hurry home,
To your house
High on the hill.

My Hands

I hide my hands
I shake my hands
I give a little clap.
I clap my hands,
I shake my hands
I hide them in my lap.

Trees in the Wind

The wind blows high
And the wind blows low.
To the right and the left
And around we go.

The wind blows low
And the wind blows high.
And we wave our arms
To reach the sky.

Simon Snail

Simon Snail goes walking
As slowly as can be.
His shell house, curved and humpy,
Is small as you can see.

Simon Snail stops walking,
That sleepy Mister Snail.
Inside his little shell house
He tucks up head and tail.

Humm

Humm humm,
Bumble bees humming.
Humm, humm
Someone is coming.

Jeremiah

Jeremiah, blow the fire,
Puff, puff, puff!
First you blow it gently,
Then you blow it rough.

Singing Songs

Sidney sings a song at supper,
Sarah sings before her tea,
Sammy sings a song at dinner,
They all sing so merrily.

Singing songs at early morning,
Singing songs when bedtime's near,
But the time when I like singing
Is in the shower, loud and clear.

Auditory (cont.)

Six Little Ducks

Six little ducks went out one day,
Over the hills and far away.
Mother duck said Quack, quack, quack, quack,
But only five little ducks came back.

After three have disappeared the conversation may proceed thus:

Teacher: *How many ducks did you count?*

Child: *Three duck.*

Teacher: *Three ducks. Yes, there are three ducks. Tell me in a story. There are.....*

Child: *There are three ducks.*

Teacher: *Let's all say it.*

Children: *There are three ducks.*

Rhyme

Children's awareness of sound similarity in the form of rhyme may be developed through a variety of activities.

In addition to rhymes, songs and poems previously suggested the following rhymes could be included.

Look, look,
Come and look.
I've caught a big fish
On my hook.

Sitting there,
Upon a chair
I can see
A koala bear.

Little Arabella Miller
Found a woolly caterpillar.
First it crawled upon her mother
Then upon her baby brother.
All said, Arabella Miller,
Take away that caterpillar.

Since many of the children know some nursery rhymes when they begin school, these may be used to develop awareness of rhyme. Children may say rhymes, and also dramatize them (p. 35).

Rhyming couplets from familiar rhymes may be completed, e.g.

Auditory (cont.)

Jack and Jill
Went up the ____.

Little Bopeep
Has lost her _____.

Little Miss Muffet
Sat on a _____.

Stories which stress rhyme may be read to the children, e.g. *Chicken Little* by Stella Nathan (Whitman).

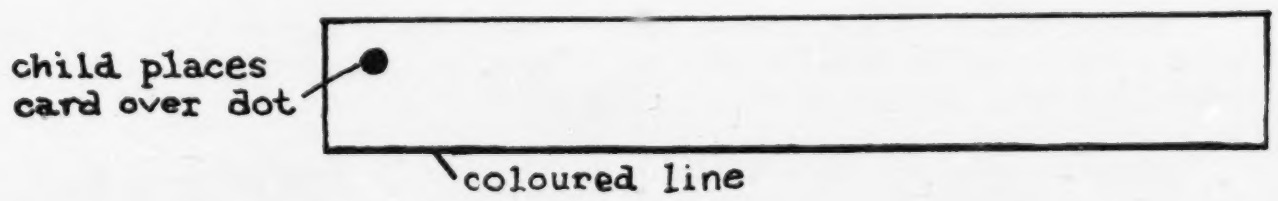
(b) Visual

Tachistoscopic Program

The children can be provided with sets of animal cards. As the teacher projects a particular animal shape, the children are asked to select the matching card. Their attempts to name the animals may be encouraged.

The tachistoscopic shutter allows a gradual reduction of exposure time. At each session, it is desirable that the teacher begin by using relatively long exposure times, sufficient to ensure success for all children. Speeds of one second and half a second may be used at first. Depending on the children's performance, speed may be reduced, perhaps to one fifth of a second. Towards the end of sessions, a few images may be projected at a speed sufficient to extend the more advanced children. Each slide may be projected a second time, perhaps with longer exposure, to ensure success in the activity by the slower children.

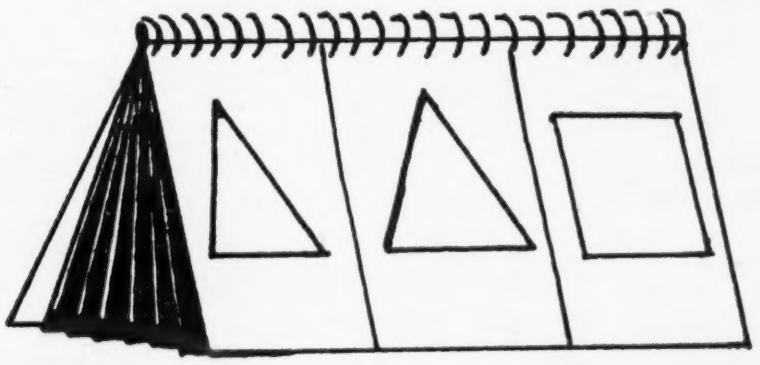
Later in the year, children will be required to match a sequence of shapes. To begin establishing habits of left-to-right progression, each child may use a card, the left side of which is marked, as his work area. Each card might have a coloured line to mark the bottom of the card. When correctly oriented in this way, a dot on the left of the card indicates the position in which the child's animal card is placed, e.g.



Visual (cont.)

Matching

In addition to matching animal cards with projected images, other materials may be provided for matching activities. Strip books for matching may be constructed. The pages of a spiral-bound book can be cut into two or three sections.



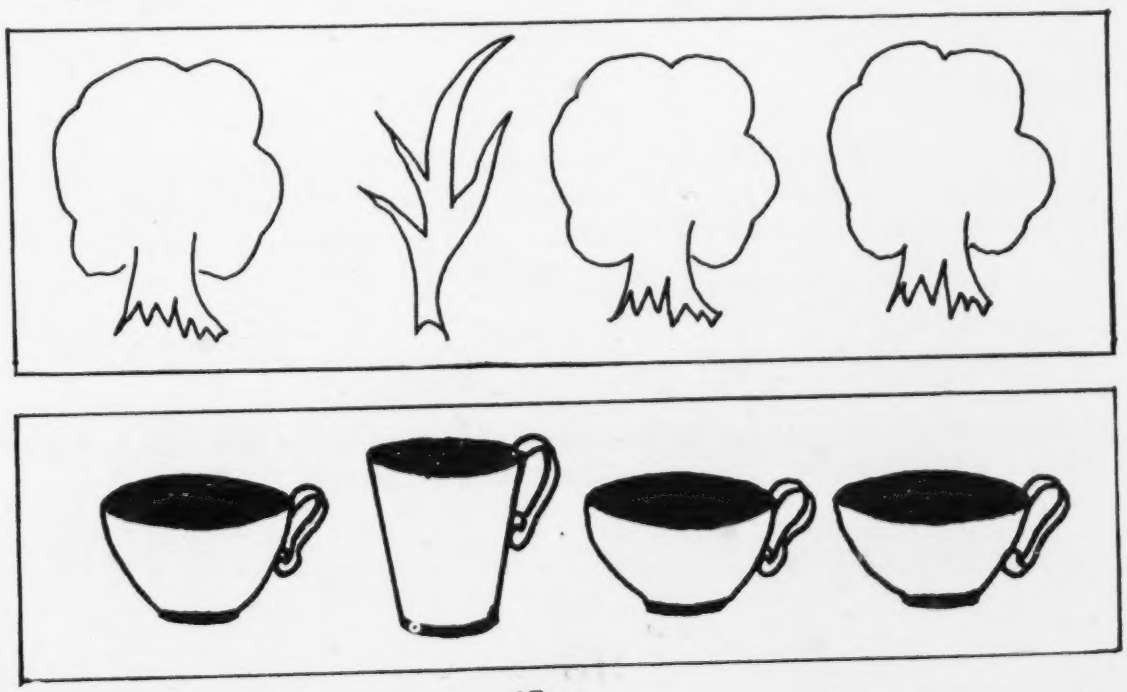
By turning these sections independently, children match pictures, shapes or, later, words. Children may be encouraged to watch carefully and indicate when pictures match, perhaps by using their hands to make a "stop" sign.

Visual Discrimination

Visual discrimination activities may be presented in a variety of forms.

Which One is Different?

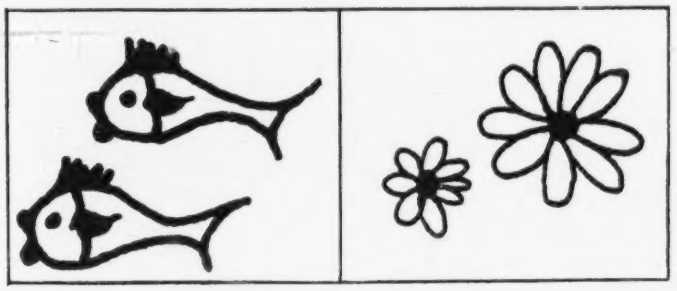
The children examine a series to find "which one is different." Begin with pictures, then progress to abstract shapes and, later, words. Start with gross differences and gradually diminish these, calling for increasingly fine discrimination by the children, e.g.



Visual (cont.)

Same or Different?

Pairs of pictures, words or abstract shapes are presented. The children determine whether these are "the same" or "different", e.g.



Visual Discrepancy

Children examine pictures to find what is missing or what is "silly", e.g.

a door without a doorknob;
a cow without a tail;
a bed with three legs;
a car without wheels;
a child wearing a sock on his head;
a car with wings;
bailing out a boat with a tin that has holes in it;
books growing from a tree;
a tree growing upside down.

Visual Memory

The games "Which One Went Away" (p.34) and "Kim's Game" (p.63) may be played to develop visual memory.

Visual Association

Informal activities involving visual association may be carried out using concrete objects. In particular, children may use the Treasure Box contents to find "things that go together", e.g.

baby and feeding bottle;
knife and fork;
shirt and pants.

Encourage children to talk about the pairings that they make, especially their reasons for pairing the particular objects.

Visual (cont.)

Individual and Group Activities

Visual skills may be developed through use of a variety of materials. Sometimes, all of the children may select from these materials during free periods. Individual children may also select puzzles to use when they have completed other activities.

As the children work individually or in small groups, the teacher can move about, encouraging children to talk about what they are doing. When necessary, guidance in the use of materials should be given.

Some suitable materials include:

inset puzzles
picture pairing or "snap" cards
graduated tumblers
animal dominoes
"Discrim" puzzles
"Find it" puzzles
simple jigsaw puzzles
concept formation cards
mosaic shapes

Game - "What's Different?"

Each morning, the teacher may put something new in the room or change the usual position of materials, e.g.

a flower in Henry's house;

a picture hung upside down.

The children can then look each morning to see "What's different?" Such activity can lead to a great deal of discussion by children. At first, differences should be fairly obvious. Later, closer observation may be required.

4. DISCOVERY

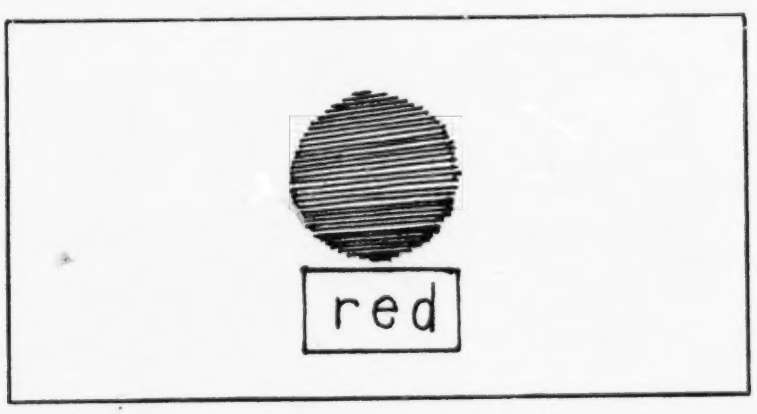
Through active participation in a range of activities, children's ideas about themselves and their social and physical worlds can be extended.

Colour

Activities may include sorting in terms of colour and identifying colours, using an increasing range of colour names.

"Colour of the Day"

A set of colour discs may be used for colour identification. Each day, during the morning session, one of the discs is selected at random by a child. The colour of that disc is declared the "colour of the day". The disc is displayed in a prominent place, e.g.



During that day, special attention is paid to the selected colour. The children may notice and tell about -

things in the room of that colour;

things associated with that colour;

people wearing that colour.

Children may see how many objects they can find that are of the day's colour. As each object is touched, the child tells about it, using a sentence e.g. "A leaf is green."

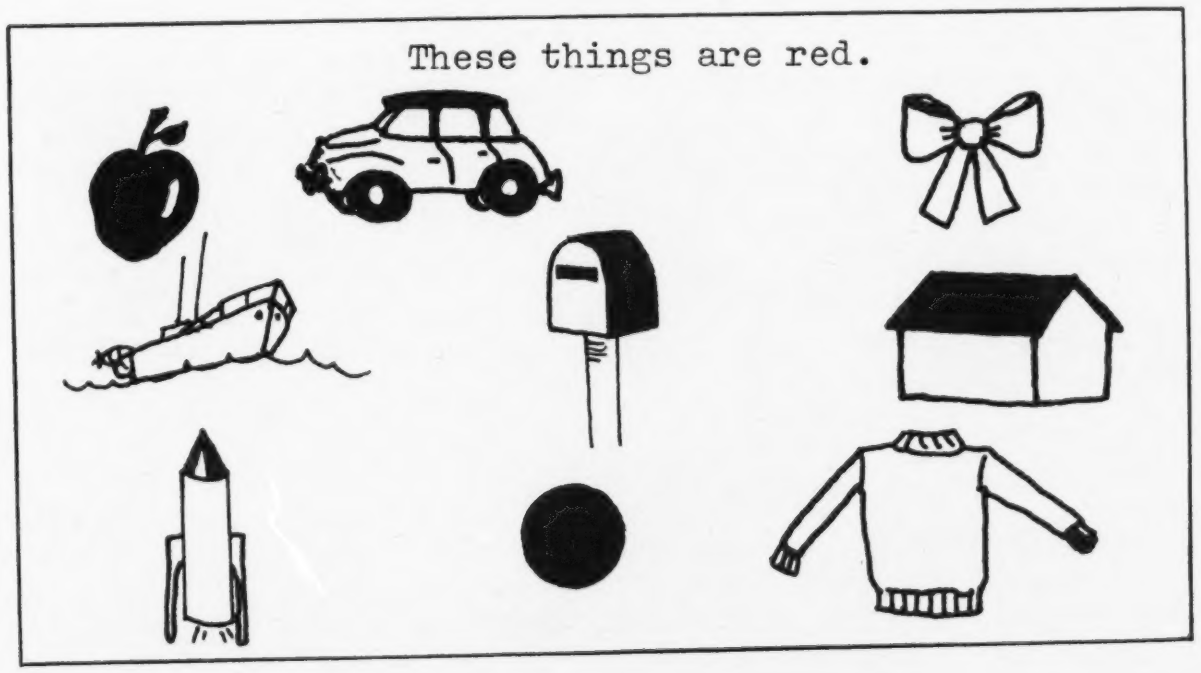
Children can be encouraged to tell about the colour of their own clothing and, to make observations about that of others. The song "Mary Wore a Red Dress" (M1), sung with appropriate changes of wording, may sometimes follow such discussions. (Refer to Informal Discussion, p. 23).

Sometimes the children and the teacher may take a short walk, e.g. a "yellow" walk, collecting or noticing things that are yellow. Experience reading books or charts, in which children's observations are recorded, could subsequently be developed. (Refer to Experience Reading, p. 54).

Classification in Terms of Colour

Working individually or in a small group, children may sort the contents of the "Treasure Box" in terms of colour. Sometimes, the whole class may join in discussing an arrangement made by one or more of the children. Children may also count the number of objects in each group.

As well as the Treasure Box contents, children may sort other materials in terms of colour, e.g. crayons, beads, kindergarten sticks, rods, and flowers. Children may cut coloured pictures from magazines and group these according to colour, e.g.



Coloured containers, e.g. those used for packaging icecream or margarine, may be used for sorting objects of different colours. These containers may sometimes be taken on a colour walk. Collections may be sorted into appropriate containers. Colour labels may be added, e.g.

Size

By this stage, most children have acquired generalized concepts of "big" and "little". Activities will involve children in making observations about size, comparisons of size, and in sorting in terms of size.

Observations about Size

Children will be encouraged to talk about their own size and the size of other people and objects. At first, the size terminology used by some of the children may be limited to "big" and "little". As the children carry out activities, the new term "small" may be introduced as equivalent to "little".

In discussing their own size, children will make use of the mirror. (Refer to Informal Discussion, p. 21). Children may look for things that are "big", "little" or "small" and may tell about the objects located, e.g.

Henry is small.

That fly is small.

Clayton's marbles are small.

The teacher may also participate, sometimes making statements that are obviously incorrect, e.g.

That mango tree is small.

At all times children can be encouraged to comment critically about the statements made.

The game "I Spy" may be played, using size as a clue, e.g.

I spy with my little eye something that is small.

Guesses in full sentence form can be encouraged, e.g.

It is a ... or the inverted question form *Is it a...?*

Stories which stress terms of size can be read to the children, e.g.

Buttons

A Fish Out of Water by Helen Palmer
(Beginner Books, 1961)

Go Dog Go by P.D. Eastman
(Beginner Books, 1961)

The Very Little Girl by Phyllis Krasilovsky
(World's Work, 1953)

The Very Little Boy by Phyllis Krasilovsky
(World's Work, 1962)

Comparison of Size

Children can be involved in comparing the size of people and objects. As children's observations are discussed, the teacher may provide listening experience in the use of the comparative terms "bigger" and "smaller", e.g.

You told me Annie is big and Sophie is little.
Annie is bigger than Sophie.

Following meaningful listening experience in the use of new terms, children can be encouraged to respond to them, e.g.

Look at these two bananas.
Show me which one is bigger.

As these terms become familiar, children may eventually begin to use them, e.g.

Teacher: *Look at John's foot and Petrina's foot.*
Tell me about your foot, John.

John: *My foot is bigger than Petrina's.* *

The idea of "same" in relation to size can be introduced, e.g.

Teacher: *Is John bigger than Patrick?*

Child 1: *No.*

Teacher: *Is Patrick bigger than John?*

Child 2: *No.*

Teacher: *What can you tell me about John and Patrick?*

---

* It is unlikely that many children will progress to this stage during the early weeks of the program.

Sometimes a child may show understanding of the concept involved but use different words to express it. For example, children may say "They tie" when objects are the same size.

Such a response should be accepted and praised. Children may be told that there is another way we can say "They tie." We say "They are the same."

Suitable additional activities involving comparison of size include:

comparing size of handprints or casts, outlines of feet (p. 45);

comparing size of objects in the classroom or objects seen or collected outdoors;

following instructions involving size terminology, e.g.

I need a bigger paint brush. Who can find one bigger than this?;

collecting objects as instructed, e.g.

Everyone get a leaf that is bigger than mine.

Comparisons can be made as each object collected is checked.

Experience with the superlatives "biggest" and "smallest" may be given in addition to experience in the use of comparatives. As suggested previously, children may progress from meaningful listening to the terms, to responding to them and, eventually, to using them.
(For further suggestions, refer to Seriation, p. 75).

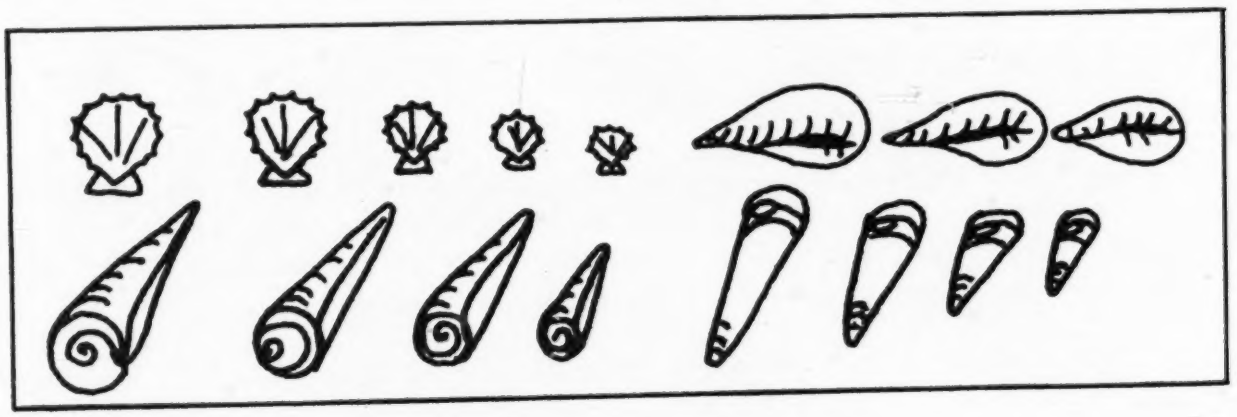
Classification in Terms of Size

At first, children may sort objects of two different sizes into "big ones" and "little ones". Suitable materials include kindergarten sticks, beads, buttons. Concept cards, consisting of coloured plastic shapes mounted on card, may be sorted in terms of size (as well as colour or shape). The contents of the Treasure Box also may be used for informal sorting by the children. In each instance, children can be encouraged to talk about what they are doing.

Seriation

Early seriation activities may consist of arranging children or objects in order of size. At this stage, children should not be expected to make very fine discriminations of size differences, or to rank a large number of objects.

Children may begin collecting shells, round pebbles, white stones, etc. They may be arranged in order of size for display, e.g.



When <u>seriation of children</u> is attempted, a small group, perhaps three or four children, can be brought out in front of the class. While one child arranges the children according to size, the watching children judge whether the result is satisfactory. The teacher can stimulate discussion, encouraging the use of comparatives and superlatives, e.g.

Cliff is bigger than Patrick.

Patrick is bigger than Clive.

Clive is the smallest.

Cliff is the biggest.

In a <u>group seriation activity</u> children can be asked to sit with some friends in a small group. Each group is given a box containing a few objects of the same type but of clearly different sizes. Objects used may include shells, sticks, stones, leaves, lids, boxes. The children can be asked to spread their collections on the floor and to arrange them with the biggest at one end and the smallest at the other. When the arrangements are finished, each is examined by the class group as a whole. The small group responsible for the arrangement tells what was done.

<u>Estimation</u>

Estimation can precede simple counting experiences. For example, children may be asked to guess how many cups of water will fit into a dish. After the children have guessed, one or two members of the group can carry out the activity while the others watch and count.

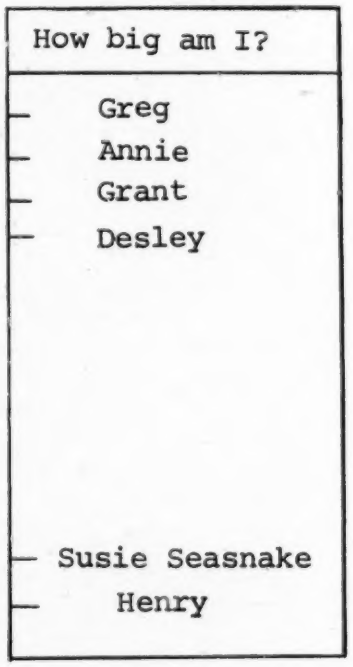
Measurement

Coloured paper streamers may be used in some measurement activities. For example, each child may tear off a strip as big as his foot. Children may compare their strips, as well as their feet, with those of others. The teacher may write each child's name on his strip. The children can in turn display their strips and tell the class about them, e.g.

My foot is this big.

Later, children can measure objects in the room. For example, they may tear off paper strips as long as their tables, the teacher's table, a pencil, a ruler, the Treasure Box. These strips may be labelled and children encouraged to talk about their measuring.

Measurement of children's height may be introduced at this stage using a wooden or cardboard strip attached to the wall.



While the group watches, one child can stand against the measuring strip. The teacher and a helper then mark the strip to show the child's height. His name is written next to the mark. All the children can be similarly measured. In predicting results and in discussing them later, use of terms "big", "bigger", "biggest", "little", "small", "smaller", and "same" can be encouraged, e.g.

I think I'm bigger than Desley.

At the end of the measuring, each child may find his mark and tell the group about his size, e.g.

I'm as big as this.

Number

Experience with concrete objects can be designed to develop number concepts, such as "oneness" and "twoness". Each time objects are counted, children can report what was discovered, e.g.

Teacher: *Now count your shells.*

Child: *1, 2.*

Teacher: *How many shells are there?*

Child: *Two shell.*

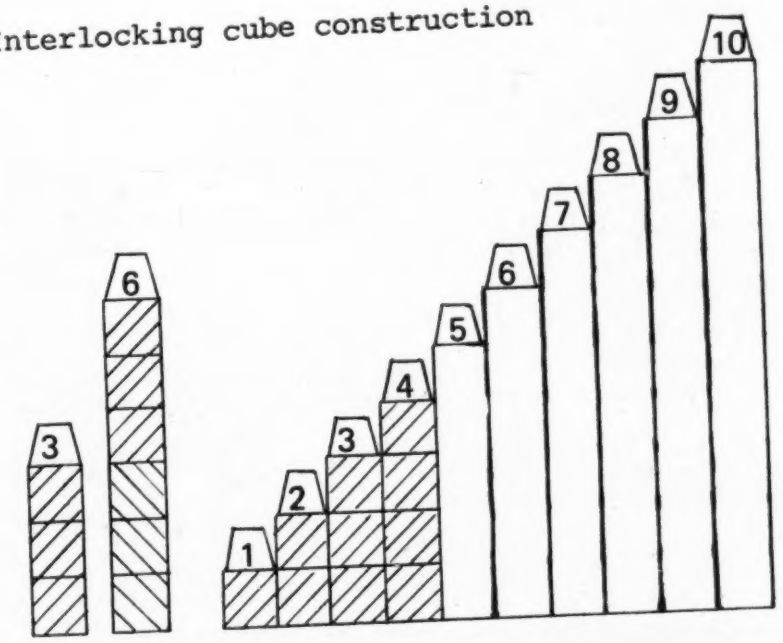
Teacher: *Yes, there are two shells.*
Let's all say it.

All: *There are two shells.*

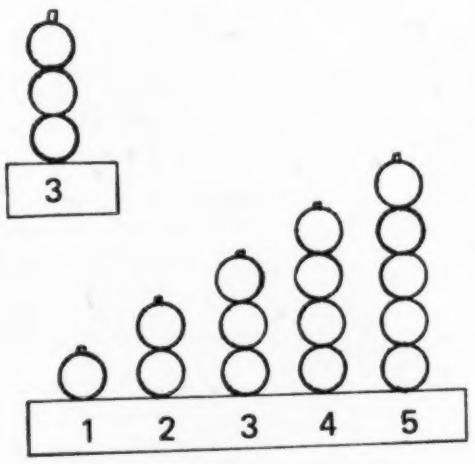
BLOCK A

Number play with a variety of materials may be encouraged. For example, children may play with coloured interlocking cubes, building towers or constructing bars and fitting these into boats and staircases. Bead poles and stairs and number peg boards may also be used e.g.

Interlocking cube construction



Bead stair and pole



Number peg boards

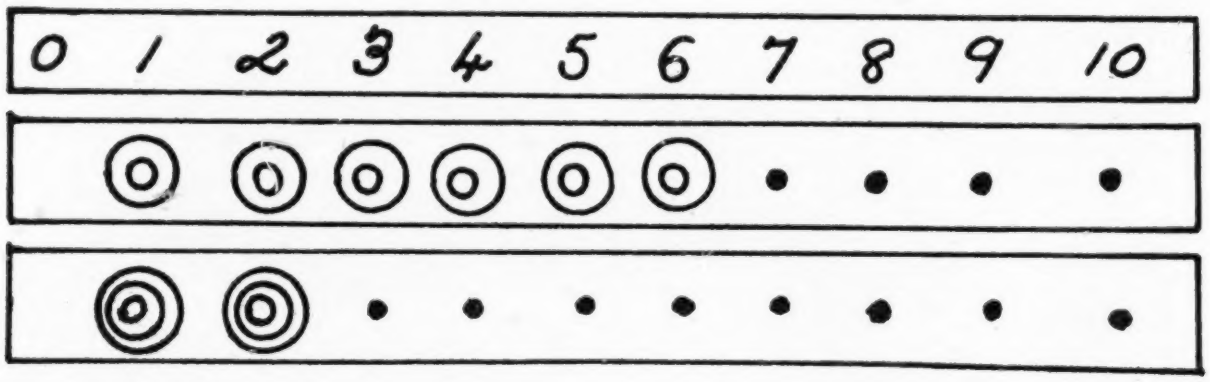
Children may be required to place a given number of objects in each of a collection of small containers such as plastic jars or boxes. Using shells, buttons, or discs, a child may place one, and later two, in every container. As children work independently, with a friend, or in small groups, discussion of their tasks may be encouraged.

As children talk about themselves, standing in front of the mirror, they may be encouraged to make "number" observations, e.g.

"I have two legs."

"I have two feet."

The children may be involved in bringing along items to add to a collection. Such a collection may provide an ongoing number interest. For example, children may be encouraged to bring the caps from empty toothpaste tubes. These may be sorted in terms of colour and size. Several strips of wood, with nails protruding at regular intervals, may be used to arrange the collection and facilitate comparison of number. An additional strip, with numerals spaced to match the nails, may later be used to indicate the number in each group, e.g.



During number activities, opportunity is provided for stressing the final "s" in plural forms. Number rhymes or games, e.g. "Six little Ducks" (p.65) may be introduced.

<u>One to One Correspondence</u>

Teachers may use the many opportunities that arise to provide for experience in matching objects in one to one correspondence. Attempts may be made to match sets such as the following -

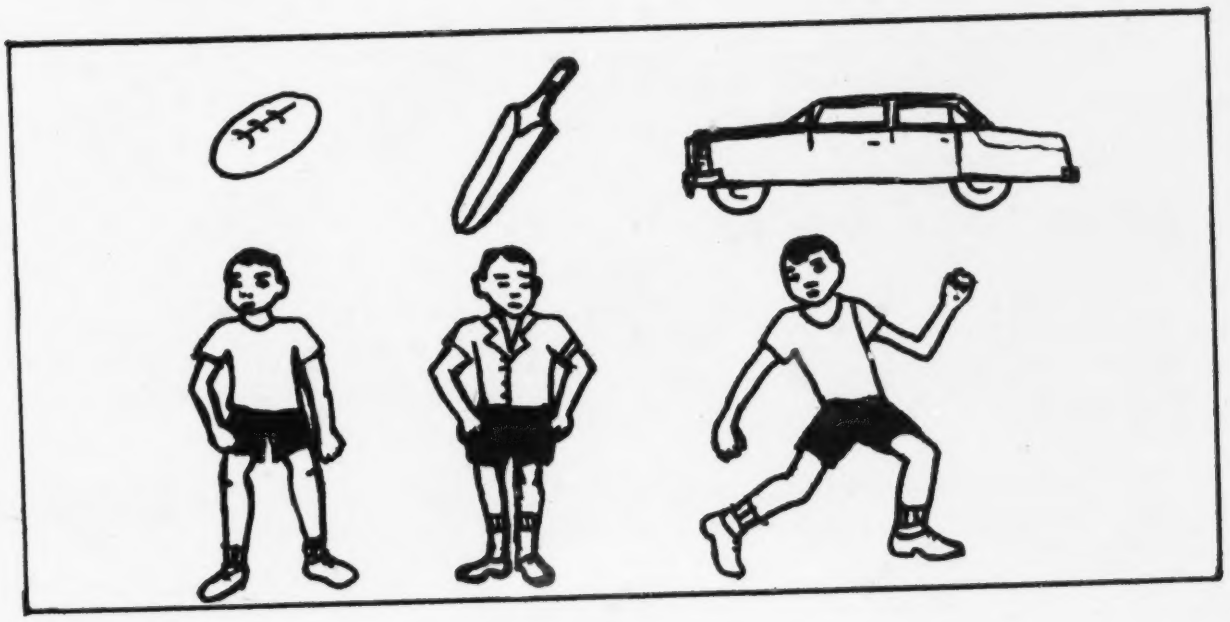
3 chairs - 2 boys

4 girls - 4 brushes

2 chairs - 3 tables

Initially, actual objects should be used. Later, magnetized pictures may be used on the magnetic board, e.g.

BLOCK A



Children should be encouraged to discuss activities. Listening experience in the use of terms "same" and "more" applied to comparison of number can be provided.

Sets

Children may construct sets as directed, e.g.

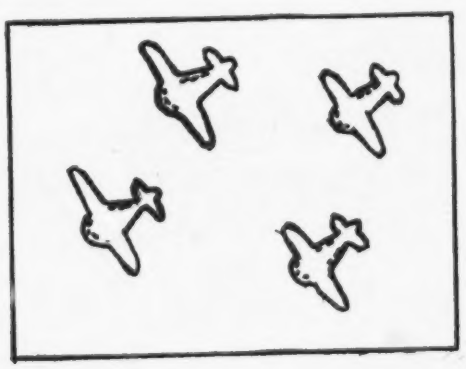
"Make a set of things that we write with."

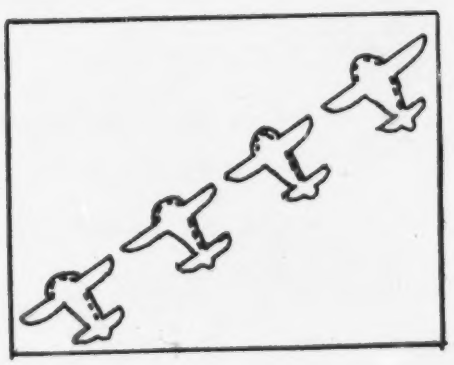
They may also begin to name sets of objects.

Conservation

Experiences involving conservation of number should be included. The children can count a small number of objects in a group and determine how many there are. These are then rearranged and the children are asked to determine the number.

Children should be allowed to change arrangements, to tell how many, and to check by counting, e.g.





Experience gained by the children as they pour water or sand from containers of different sizes and proportions will contribute to the development of conservation of volume. Other experiences which are of value in developing conservation include shaping plasticine, pipecleaners, etc. Children can be encouraged to return materials to their original states at the end of activities.

Spatial Knowledge

The terms "circle" and "round" in association with practical experiences with shapes could be introduced. "Where is Henry Hiding?",can be played to give experience in listening to, responding to and using prepositional phrases, e.g. "in the basket", "on the table", "under the cupboard".

During sorting activities, using the Treasure Box or concept cards, some children may use shape as a basis for sorting.

"Tell Me" Time

A few minutes should be devoted each day to "Tell Me" time. The teacher selects an idea that has emerged from children's discussion and encourages children to extend the idea by calling for a rapid succession of examples of associations.

The "Feel Bag" may provide the stimulus for the activity. The children are shown the "Feel Bag" and are asked to guess what is inside it. A child is then invited to put his hand in the bag and to tell what he feels. The children are encouraged to comment as they explore by touch, e.g.

"It's soft life a cat. It tickles me."

When all have had a turn at feeling and telling, one child takes the object out for the group to see. Further discussion is encouraged.

A dominant idea from the children's discussion may be selected, e.g. "soft". Building on this experience, the teacher may ask the children to "tell me something else that is soft." Children's ideas are accepted and sometimes are recorded on an experience reading chart, e.g.

"A cat is soft."

"My jumper is soft."

"Baby's face is soft."

Other "Tell Me" topics may include:

Tell me something else that is round/hard/red

Tell me something else that can fly/swim/climb trees

Tell me something else that will burn/melt/break.

SUGGESTED ACTIVITIES

BLOCK B - WEEKS 6-10

THEME: PERSONAL COMPETENCE

The theme, "Personal Competence" is intended to focus the children's attention on their abilities in many areas. The teacher plays a part in fostering development, increasing the child's awareness of his abilities and in sharing with him the enjoyment of success in a variety of situations. Although the achievement of children in the group will vary greatly, the teacher should ensure that each child builds up an experience of success.

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Personal Competence					
Week	6	7	8	9	10
ORAL USE Listening to new units	he's he is (noun) is I/he/she can't	can you... I'm going to	past tense	I went	
Using new units		I/he/she can't	I'm going to	he's he is (noun) is	REVISION
Using familiar units	I/he/she can		look at		
READING	I can run/ jump	I can play	Look at me Look at (name)	I'm running/ jumping/ playing	

(B) PERCEPTUAL SKILLS

(i) Auditory skills

Non-Vocal Sounds

Investigating sounds characteristic of certain materials - metal, liquids, cloth, wood, etc.

Recognizing the sounds of these materials. These activities may be related to experiences of sorting and investigation of different materials, as well as "Feel Bag" activities.

Recording sounds of some "things I can do.", e.g., cutting with scissors, brushing hair, mixing paint, playing drums.
Identifying these sounds from tape recordings.

The terms "same" and "different" previously introduced with other experiences, i.e. involving size, colour, shape, etc., may be used by the children.

Following instructions to auditory cues, e.g.

"When I clap once ...."

"When you hear the drum ...."

Imitating sounds - tapping, clapping, etc.

Increasing length of the sequence, varying rhythms.

Vocal Sounds

Listening to stories and rhymes, saying rhymes that stress particular sounds.

Continuing story telling and dramatization activities in which vocal sound effects are provided by the children.

Listening to pairs of words and saying whether they are the "same" or "different". Words should start with gross differences in sound - e.g. boat, store, and progress to finer discriminations, e.g. bunny, tummy.

Continuing activities with Susie Seasnake and Henry.

The introduction of Mumma Moo. Playing the game "Mumma Moo likes ...." Taking Mumma Moo on a walk and starting her collection, then her book.

Rhyme

Listening to, saying, and dramatizing rhymes.

Introducing new action rhymes.

Completing rhyming couplets which use the children's names, e.g.

"Jayne, Jayne, got wet in the ....."

"Roy, Roy, is a little ....."

Completing number rhymes, e.g.

1, 2, 3
Look at .....

1, 2, 3, 4
Run and touch the .....

(ii) Visual skills

Tachistoscopic program

Using the cards from Set A, the exposure time should be decreased depending on the success of the children's performance. Sequences of two shapes are introduced, and the children are required to match the sequences from memory. Particular attention is to be paid to encouraging left-to-right progression in sequencing.

Other training activities

Continuing experience with finding differences, missing parts and absurdities of pictures. Finer discriminations will now be expected of the children.

Examining a series of pictures to find two which are the same.

Sorting and matching activities with coloured geometric shapes.

Finding pairs of pictures which "go together". Circuit boards may be introduced for some visual association activities.

Attempting to recall all the objects in a collection inspected for a short period (Kim's Game).

Observing an arrangement of objects or shapes, and attempting to reconstruct the original pattern after the arrangement has been disarranged. Reconstructing linear arrangements in correct sequence from left to right will help to establish the convention of left-to-right progression.

SUGGESTED DAILY PROGRAM - WEEK 6

MORNING TALK	LANGUAGE		
	ORAL	READING	WRITING
DAY 1 Henry Colour of the day Talk - What I can do (pp. 101-102) Caption picture e.g. "I can..." (p. 103) News and chart Attendance ("I'm...")	1. Children tell about themselves. 2. Rhythmic activities - child announces "I can ..." then demonstrates - "I'm ..." (p. 112) 3. All join in chanting "I can..." then moving and chanting - "I'm..." 4. Guessing game - "Who is he?" e.g. "He's big. He can hop."	1. Manipulation of language units 2. Recognition activities e.g. "Picking" (p. 115) 3. Practice reading - using strip books children read then match sentences (pp. 121-122)	1. Read then trace or write short sentence on blackboard or worksheet 2. Writing patterns (e.g. pp.57-58)
DAY 2 Henry Colour of the day "What's different?" Talk - discuss and caption picture of child performing action - relate to theme (p. 102) News and chart Attendance	1. Children tell about themselves while teacher tape records e.g. "I'm Cliff. I'm a boy. I can run fast." (p. 101) 2. Talking drum - distinguishing rhythms e.g. "I'm big" or "I am big." 3. Rhythmic activities with percussion accompaniment	1. Manipulation of language units 2. Recognition activities 3. Group activities - teacher works at magnetic board with several small groups in turn Others use worksheets or write on board, then select puzzles, books etc.	During group work, some children trace or copy short sentence e.g. "I'm (child's name)."

DAY 3 Henry Colour of the day Talk - discuss and caption picture e.g. "I'm... I can ..." (p. 103) Re-"read" captions News and chart Attendance	Outdoor Activities 1. Drama (p. 105) - "I'm a ... I can ..." 2. Running games e.g. "Run to that tall tree." 3. Rhythmic activities - "I can run."	"I can", "run" 1. Tell story "I can run" orally then in writing. Involve all children in "reading" 2. Experience reading - caption picture of gingerbread man (p. 118)	1. Worksheets - children trace or copy sentence- "I can run." 2. Children draw picture 3. Sheet may be added to personal books (pp.119-120)
DAY 4 Henry Colour of the day "What's different?" Talk (pp. 101-102) Caption picture e.g. "I'm... I can..." (p. 103) News and chart Attendance	1. "Who am I?" - "I'm...", "I can..." (pp. 27-29) 2. Picture elimination game using some "I can..." clues (p. 29)	1. Manipulation of language units 2. Recognition activities e.g. "Picking" (p. 115) and matching with strip books (pp.114-115)	1. Children discuss "What can I do?" then draw picture for personal books 2. Children dictate caption - "I can...". Some children may trace or copy story (p. 120)
DAY 5 Henry Colour of the day Talk - discuss and caption picture. Re-"read" captions. Discuss animals brought by children - "He can..."	1. Action rhyme - "You Do It Too" (p. 107) 2. Drama - "I'm a ... I can..." (p. 142) 3. Rhythmic moving in front of mirror and chanting - "I can jump."	"I can", "jump" 1. Tell story "I can jump" orally then in writing 2. Children suggest animals that can jump. Teacher draws and adds words - "I can jump" 3. Re-read chart	1. Children trace or copy sentence "I can jump." 2. Children draw picture 3. "Read" story

SUGGESTED DAILY PROGRAM - WEEK 6

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes 2. Introduce Mumma Moo 3. Play the game "Mumma Moo likes..." 4. Take Mumma Moo for a walk and start her collection 5. Listen to Mumma Moo's rhyme (p. 127)	1. "Feel Bag" activity 2. "Tell Me" Time - arising from previous activity (p. 80) 3. Investigate and discuss common object e.g. chair. Children look, feel, investigate sounds and count parts etc. (p. 139) 4. Counting activities 5. Free play with interlocking cubes, number stairs, boats, bead poles, rods, number puzzles etc. (p. 77)	Story and Drama 1. Re-read story - "The Little Gingerbread Boy" Children join in refrain "I'm the... I can..." (pp. 35; 105) 2. Dramatization of story (p. 105) 3. Listen to, then sing "The Gingerbread Man" (A4 - tape C3) Art Model in plasticine or paint the gingerbread man
DAY 2 Visual 1. Visual discrimination - "Which two are the same?" (p. 133) 2. Tachistoscopic - match single slides	Making Gingerbread Men 1. Wash hands in preparation for cooking. 2. Taste ingredients, discuss 3. "Tell Me" Time - relate to food samples 4. Preparing mixture - children help - measuring, counting, stirring etc. 5. Teacher assists as children model gingerbread men with dough - count arms, legs - make features, buttons with currants etc. 6. Bake gingerbread men	Outdoor Activities 1. Children demonstrate physical skills - running, jumping, throwing etc. Children talk about activities - "I can jump over the rope. I'm running." etc. Teacher provides listening experience with "he's" e.g. "Look at Harry. He's running fast." 2. Action songs with percussion accompaniment

DAY 3 Auditory 1. Saying, listening to rhymes 2. Puppets - children talk for puppets as they introduce themselves ("I'm...") and announce activities "I'm going to.. " (p. 104) 3. "Mumma Moo likes..." 4. Start Mumma Moo's book (p. 126)	1. Counting concrete objects 2. Number rhymes 3. Sorting pictures of "things that can/can't run" 4. Review groups - "He can run" etc. 5. Count objects in each group Teacher writes number	Music and Drama 1. Listening, moving to music 2. Some children tell about their interpretations - e.g. "I'm a frog. I can hop." (p. 104) 3. New song, familiar songs, some with actions Story e.g. "Mr Brown Can Moo" (p. 111)
DAY 4 Visual 1. Visual discrimination - "Which two are the same?" (p. 133) 2. Tachistoscopic - match single slides	1. Counting concrete objects 2. Begin number book about "1" (p. 138) 3. Estimating number of cubes to fit number boats 4. Construct bar of cubes - check fit, count number, read numeral (p. 77) 5. Group activities - number, seriation etc.	Craft Construction involving use of scissors, pasting etc. (p. 103) Picture Talk Talk about pictures of animals - "He can climb" etc. Suggest children bring small animals to school
DAY 5 Auditory 1. Saying, listening to rhymes 2. Discrimination - word pairs - "same" or "different" (p. 125) 3. Puppet games 4. Story with sound effects (p. 126)	1. Outdoor activity - each child demonstrates how far he can jump 2. Children mark distance with name, measure distance with strip 3. Teacher labels strips (p. 138) 4. Visual association worksheet (p. 134) - children discuss selection	Music 1. Identifying sounds - shaker, drum, piano etc. 2. Answering rhythms e.g. with click sticks 3. Singing, moving to music Story Story stressing new units (p. 110) e.g. "Ten Apples Up on Top"

SUGGESTED DAILY PROGRAM - WEEK 7

MORNING TALK	LANGUAGE		
	ORAL "...can/can't..."	READING	WRITING
DAY 1 Henry (on top of the..) Colour of the day "What's different?" Talk - things that I can do with Daddy/Mummy Caption picture of child demonstrating skill e.g. "I can...". Re-"read" captions News and chart Attendance "Secret message" (p. 116)	1. Review discussion of "things I can do" - teacher uses "Can you...?" questions 2. "Tell Me" Time - "...that can fly/ climb/ cut etc. (p. 80) Teacher's questions provide practice in "can't" e.g. "Can a boy fly?" 3. Rhythmic activities (pp. 112-113)	1. Manipulation of language units 2. "Matching" - children match words, units, and sentences with others in room (p. 114) 3. "Reading" practice book - "I can jump" (p. 122)	Free Activity Some children may write names for chart (p. 123) Teacher may review personal books with some children Others use puzzles, books, write on board etc.
DAY 2 Henry Colour of the day Talk - describe activity e.g. making tea (p. 103) Caption picture Re-"read" captions News and chart Attendance "What's different?"	"I can", "can you" 1. Short story stressing "can you...?" e.g. "Telling Tails" (p. 111) 2. Question and answer chant - teacher questions, children answer e.g. "Can you run?" "Yes, I can." 3. Outdoor activities - "Pigs Fly" (p. 106), rhythmic activities (pp. 112-113)	Outdoor Activity 1. Children respond to printed words - "run", "jump", "little" and "big" - vocally and through movement (pp. 115; 123)	Outdoor Activity 1. Writing in sand or dirt (p. 123)

DAY 3 Henry Colour of the day Talk - making music - discuss, demonstrate use of click sticks, drums, shakers, etc. ("I can play...") Captions News and chart "What's different?"	1. "I'm Thinking" (p. 32) listening experience with "...can/can't.." 2. "What am I?" without cards using "I can" etc. (p.118) 3. Rhythmic activities with percussion accompaniment - "I can play" etc.	"I can", "play" 1. Tell story - "I can play." - orally then in writing 2. Caption pictures, e.g. "I can play in a tree." 3. Re-"read" captions	1. Worksheet - children trace or copy sentence "I can play." 2. Children draw pictures of themselves playing 3. Read sentence, add to personal books
DAY 4 Henry Colour of the day Talk about baby brothers and sisters ("I can...", "He/She can't...", p. 112) Captions News and chart "Tell Me" Time	"...can/can't" 1. Children tell about themselves - "I'm...", "I can...", etc. 2. "What am I?" with cards, using "I'm", "I am", "I can" (p. 118) 3. Children answer "can" questions - "..he can/ can't"	1. Manipulation of language units 2. Practice reading (pp. 121-122) 3. Begin experience reading book - "How do they go?" (p. 120)	Visual discrimination worksheet - children locate all occurrences of particular word, e.g. "play", then trace (p. 133)
DAY 5 Henry Colour of the day Talk about little brothers and sisters Captions News and chart "What's different?" "Secret message" (p. 116)	1. "Who am I?" - picture elimination game, using "I'm...", "I can/ can't..." clues (p. 29) 2. Health talk giving practice in "Can you...", "I can." (pp. 117-118) 3. Caption health poster (p. 118)	1. Re-"read", add to "How do they go?" book (p. 120) 2. Recognition activities (pp. 114-115) 3. Group reading - manipulation of units, using individual sets of cards	1. While teacher works with small groups in turn, others write on worksheets or board 2. Free activity - puzzles, books, telephones, etc.

SUGGESTED DAILY PROGRAM - WEEK 7

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes 2. Investigating, recording sounds (p. 125) 3. Discrimination - "same" or "different" (p. 125) 4. Puppet games, books (p. 126)	1. Counting concrete objects - teacher writes number (p. 138) 2. Number rhyme 3. One to one correspondence - "...the same number?" 4. Group and individual number activities - play with interlocking cubes, boats, stairs, bead poles, peg boards, rods, etc. Encourage discussion and counting	Story Story stressing new units (p. 112) e.g. "The Three Billy Goats Gruff" Encourage comment from the children Art 1. Modelling plasticine snakes etc. "Which snake is the longest?" 2. After modelling, return plasticine to ball shape (p. 80)
DAY 2 Visual 1. Tachistoscopic - match single slides 2. Tachistoscopic - match sequence of 2 animals 3. Discrimination - "Same or Different?" (p. 68)	1. Counting activities - stress plural "s" 2. Seriation of 4 or 5 children - use term "tall" (p. 136) 3. Find the tallest tree - children discuss nearby trees 4. Rhyme - "The Tall Man" (p. 137) 5. Worksheet - e.g. "Who is the tallest?" (p. 137)	Music and Drama 1. Answering rhythms (p. 125) 2. Listening then moving to music - some children announce- "I'm going to..." (p. 104) 3. Singing, listening to recorded songs, e.g. on tape C3 Story Re-telling of favourite story by children and teacher

DAY 3 Auditory 1. Saying, listening to rhymes 2. Story with sound effects (p. 126) 3. Plurals activity (p. 33) - plurals strip book (p. 62) 4. Puppet games 5. Rhyming pictures (p. 129)	Classification 1. Teacher constructs set using objects from Treasure Box 2. Children name set, count the members 3. Children construct sets as directed, e.g. "clothes" 4. Begin sorting animal pictures for book - "How do they go?" (p. 120)	Outdoor Activities 1. Responding to auditory cues (p. 125) 2. "Simon Says" (p. 125) 3. "Pigs Fly" (p. 106) Story Short essay stressing new units (pp. 110-112)
DAY 4 Visual 1. Visual discrepancy - "What's missing?" (p. 68) 2. Tachistoscopic - match single slides 3. Tachistoscopic - match sequence of 2 animals	Planting Large Seeds or Bulbs 1. Children examine, discuss seeds or bulbs - comparison of size (p. 136) 2. Count seeds or bulbs 3. Children make holes - check number, match seeds/bulbs with holes 4. Free activity - puzzles, circuit boards, etc.	Music 1. Children listen to music then tell what they can do 2. Children chant as they perform suggested actions to music, e.g. "I'm skipping." "I'm chopping wood." 3. Singing 4. Answering rhythms (p. 125)
DAY 5 Auditory 1. Saying, listening to rhymes 2. Discrimination - "same" or "different" (p. 125) 3. Puppet games 4. Rhyming pictures 5. Completing rhyming couplets (p. 129)	1. Sorting, naming shapes 2. Counting groups - squares etc. 3. Seriation and discussion of graduated materials, e.g. tumblers 4. Guessing game (p. 141) - "...under the biggest cup", etc.	Art Finger painting Story Children listen to story in which unit "I'm going to" is stressed (p. 112)

SUGGESTED DAILY PROGRAM - WEEKS 8

MORNING TALK	LANGUAGE		
	ORAL	READING	WRITING
DAY 1 Henry Colour of the day "What's different?" Talk - What I'm going to do after school (p. 103) Captions News and chart Helpers chart (pp. 116-117) "Tell Me" Time Attendance	1. "Introductions" 2. "What am I?" cards with "I'm...", "I am...", "I can..." clues 3. Mime - child announces "I'm going to..." then mimes (p. 104) 4. Rhythmic activities - all join in action, chanting - "Look at me. I'm..."	1. Using individual sets of unit cards, children match cards on magnetic board, constructing then reading sentences. (p. 114) 2. Re-"read" and add to experience book - "How do they go?" (p. 120)	
DAY 2 Henry Colour of the day Talk - skills associated with home (p. 103) Caption picture Re-"read" captions News and chart Helpers chart Attendance "What's different?"	"Look at me." 1. Moving picture talk (p. 26) 2. Mime - child announces "I'm going to..." then mimes (p. 104) 3. Rhythmic activities in front of mirror - "Look at me. I can..."	"Look at", "me" 1. Tell story - "Look at me" - orally then in writing 2. Recognition activities 3. Children watch as teacher writes "Look at me", then write in the air as teacher writes (p. 122)	1. Worksheets - "Look at me. I can..." - children dictate completion of story, trace sentences and draw picture 2. Children "read" completed story and add to personal books

DAY 3 Henry Colour of the day Talk- What I'm going to do when I'm a man/ woman (p. 102) Captions News and chart Helpers chart Attendance	1. Mime - "He's..." "I'm going to..." etc. (p. 104) 2. "Who Said It?" (p. 105) 3. Dramatization of story- check roles - "I'm going to..." (p. 105)	1. Manipulation of language units 2. Practice reading - teacher-prepared story (p. 122) 3. Recognition e.g. "Picking" (p. 115) 4. Re-"read", add to experience book - "How do they go?" (p. 120)	Free Activity Children select books, puzzles, etc. or use telephones or listening unit
DAY 4 Henry Colour of the day "What's different?" Talk about picture- "What's he going to do?" Caption e.g. "I'm going to..." (p. 119) Re-"read" captions News and chart Helpers chart	"I'm going to", "Look at" 1. Talking drum - "I'm going to..." etc. 2. Mime - "I'm going to..." "He's..." (pp. 104-105) 3. Rhythmic activities - "Look at John. He can..." (pp. 112-113)	"Look at (name)" 1. Manipulation of language units - as each child performs action - his story is constructed and read, e.g. "Look at Colin." 2. Recognition activities	1. Children trace or copy short sentence on worksheet or black- board, e.g. "Look at Henry." 2. Some children add names to chart (p. 123)
DAY 5 Henry Birthdays, ages, attend- ance Colour of the day Talk - What I'm going to do tomorrow (p. 102) Captions News and chart Helpers chart "Secret message"	1. Listen to rhyme - "Where are you going?" (p. 128) 2. Television game - child announces "I'm going to..." (p. 106) 3. Talking drum, rhythmic activities - "I'm going to...", "Look at..."	1. Manipulation of language units 2. Practice reading, match- ing using strip books (p. 115) 3. Class book - add photo- graph of one of the children Caption e.g. "Look at John. He's..."	

SUGGESTED DAILY PROGRAM - WEEK 8

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to, dramatizing rhymes 2. Plurals activity using plurals strip book (p. 62) 3. Puppet games - children talk for puppets during activities 4. Rhyming pictures (p. 129) 5. Completing rhyming couplets (p. 129) 6. Responding to auditory cues (p. 125)	1. Counting concrete objects - associate numeral (p. 138) 2. Conservation of number - regroup and discuss (p. 117) 3. Number rhymes (pp. 130-140) 4. Begin number book about "2" (p. 138) 5. Number activities, e.g. bead threading, putting 1 or 2 objects into each of many containers, play with rods, bead stairs, cubes, etc.	Music 1. Singing familiar songs 2. New song 3. Movement to music - some children announce action, e.g. "I'm going to fly." (p. 104) Dramatic Play Free play as children use dressing-up materials and props - "I'm the skipper." "He's in my boat." etc.
DAY 2 Visual 1. Tachistoscopic - match single slides 2. Tachistoscopic - match sequence of 2 animals 3. "Kim's Game" (p. 134)	1. One to one correspondence - counting, matching groups (pp. 78-79) 2. Estimation, e.g. how many cups of water fill jar (p. 75) 3. Children count as they carry out activity 4. Review, add to number books (p. 138)	Outdoor Activities 1. Collecting, sorting, counting e.g. shells, pretty stones, seed pods 2. Listening time - children close eyes then report what they hear 3. Games e.g. responding to auditory cues - "Run to the tallest tree when you hear the drum." etc. (p. 125) 4. Teacher photographs children demonstrating skills

DAY 3 Auditory 1. Saying, listening to rhymes 2. Discrimination - "same" or "different" 3. Puppet games 4. Recording, identifying sounds - "things I can do." (p. 125) 5. Imitating sounds	1. Estimation of number - check by counting (p. 137) 2. Teacher writes number, child selects number card (p. 138) 3. Number activities e.g. "Get two sticks." (p. 138) 4. Individual use of puzzles, Treasure Box, number materials etc.	Health Discuss health picture (pp. 24; 117-118) Craft Cutting from magazines, pictures for personal books, e.g. "things that I can do", "things that I like to eat." (pp. 119-120)
DAY 4 Visual 1. Tachistoscopic - match single slides 2. Tachistoscopic - match sequences 3. Small group tachistoscopic work (p. 132) while others use puzzles etc.	1. Counting activities - stress plural "s" 2. Estimation - which is taller? etc. 3. Check by direct comparison - discuss 4. Visual association worksheet (p. 134)	Music 1. Listening to music 2. Before moving to music, some children announce "I'm going to be..." (p. 104) 3. Movement to music - "I'm a ...", "I can..." (p. 104) 4. New song 5. Familiar songs
DAY 5 Auditory 1. Saying, listening to rhymes 2. Puppet games 3. Completing rhyming couplets (p. 129) 4. Listening time - record on experience chart - "I can hear..." (p. 121)	1. Counting activities e.g. review number collection (p. 75) 2. Investigate, describe common objects - include "number" observations (p. 139) 3. Group activities - investigate, describe (p. 139) 4. Free activity - puzzles, etc.	Outdoor Activities 1. Races - "I can run fast", "I'm first" etc. 2. "Pigs Fly" 3. Traffic game - "stop", "go" (p. 115) 4. Number game, e.g. skittles.

SUGGESTED DAILY PROGRAM - WEEK 9

MORNING TALK	LANGUAGE		
	ORAL	READING	WRITING
DAY 1 Birthdays, age, attendance - "I'm...", "He's ..." etc. (p. 102) Henry ("He's..") Colour of the day Talk about animals brought by children - "He's..." (p. 102) Captions News and chart Helpers chart "What's different?"	1. Picture talk e.g. using slides or filmstrips - "He's...", "He can...", etc. 2. Mime - "He's..." (p. 104) 3. Rhythmic activities - "I'm jumping/running ..." etc. (pp.112-113)	"I'm", "running" 1. Tell story - "I'm running" - orally then in writing 2. Recognition activities (pp. 114-115) 3. Practice reading e.g. duplicated sheets - "Look at me. I'm running." (p. 122)	1. Worksheets - children read then trace or copy sentence "I'm running." 2. Children draw picture, read story 3. Free activity
DAY 2 Henry ("He's...") Attendance Colour of the day Animals ("He's...") Discuss and caption picture involving use of tools, etc. - "He's..." Talk - things that I can use (p. 102) News and chart Helpers chart "Secret message"	"(noun) is", "he's", etc. 1. What am I?" - with cards (p. 118) 2. "Who said it?" (p. 105) 3. Completing rhyme e.g. "A fire is hot But ice is..." (p.109) 4. Rhythmic activities - child announces "I'm going to..." Class watches action chanting - e.g. "Look at Frankie. He's..." 5. All children move - "I'm jumping."	"I'm", "jumping" 1. Tell story - "I'm jumping" - orally then in writing 2. Rhythmic reading of song- "I'm jumping." (p. 121) 3. Outdoor activity - teacher holds up large sentence strips - "I'm running/jumping" etc. Children respond vocally and through movement	Outdoor activity - writing in sand or dirt (p. 123)

DAY 3 Henry ("He's...") Attendance, ages Colour of the day Talk about picture - "He's..." Captions (p. 103) News and chart Helpers chart	"he's" 1. Rhythmic activities, talking drum etc. (pp. 112-113) 2. Look at animals - "He's..." (p. 102) 3. Mime - guess what he's doing (pp. 104-105) 4. Discussion of health picture - "He's..." etc.	1. "What is he saying?" - caption health picture e.g. "I'm washing my hands." 2. Strip books - practice reading, matching (p. 115)	1. Worksheets - children read then trace or copy sentence - "I'm jumping" 2. Children draw picture, read story 3. Free activity
DAY 4 Henry ("He's...") Attendance Colour of the day Talk about picture and caption - "He's..." Re-"read" captions "What's different?" "Tell Me" Time	1. Missing words, e.g. "I went to the farm and I saw..." 2. Mime - "What am I playing?" 3. Children demonstrate, discuss how to play with various toys, instruments	"I'm", "playing" 1. Tell story - "I'm playing." - orally then in writing 2. Caption pictures using "I'm playing ..." e.g. "I'm playing a guitar." 3. Re-"read" captions	1. Each child draws himself playing and dictates story, e.g. "I'm playing tig." 2. Child may trace or copy sentence 3. Children add to and re-"read" personal books
DAY 5 Henry ("He's...") Attendance, ages Colour of the day Talk - "I can..." - name implements, demonstrate use (p. 102) Captions News and chart Helpers chart	1. Mime - playing instruments, games 2. Rhythmic activities - "I'm going to...", "He's...", "I'm..." etc. (pp. 104-105) 3. "Guess where I went" children listen to sounds recorded by teacher	1. Manipulation of language units 2. Recognition activities (pp. 114-115) 3. Practice reading (pp. 121-122)	Free Activity Some children "read" with teacher while others use puzzles, write on board etc.

SUGGESTED DAILY PROGRAM - WEEK 9

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes 2. Saying rhyming words (pp. 129-130) 3. Puppet games 4. Imitating sounds (p. 125) 5. Identifying taped sounds 6. Re-"read" listening chart (p. 121)	1. Comparison of height (p. 136) 2. "Tell Me" Time - teacher writes experience chart summarizing discussion using "(noun) is tall." (pp. 120; 136) 3. Seriation of boys - "He's the tallest." etc. 4. Individual and group activities with number cubes, boats, stairs, bead poles, sorting with shapes, Treasure Box, seriation, etc.	Art Picture making using coloured paper shapes Story Children listen to story which gives experience in the use of new units (pp. 110-112) e.g. "The Up and Down Book"
DAY 2 Visual 1. Tachistoscopic - match single slides 2. Tachistoscopic - match sequences 3. Small group tachistoscopic work (p. 132) while other children use visual discrimination worksheets	Classification 1. Children group pictures on magnetic board and explain, e.g. animals, things to eat/ wear etc. 2. Introduce class labels - "food", "clothes" etc. 3. Children construct sets as instructed - name and count members 4. Picture elimination game (pp. 29-30)	Music 1. Producing, identifying sounds - shaker, drum, click sticks etc. 2. Answering rhythms 3. Singing - improvised songs, e.g. "He is..." (pp. 109-110) 4. Singing familiar songs 5. Action song e.g. "Three Jellyfish" (p. 139)

DAY 3 Auditory 1. Saying, listening to rhymes 2. Puppet games - child talks for puppet - others ask questions e.g. "Mumma Moo, do you like milk?" 3. Story with sound effects (p. 126) 4. Phonic memory game (p. 63)	1. Sorting, seriation, counting e.g. shells 2. Children talk about arrangements and help set some in plaster (p. 137) 3. Individual and group activities - encourage discussion - sorting, playing with puzzles, number materials, etc.	Craft 1. Children discuss what they can make (p. 102) 2. Children examine collected materials - cardboard boxes and rolls, bottle tops, cotton reels, pieces of wood etc. and discuss - "I'm going to make..." "I can..." 3. Children select materials and make toys etc.
DAY 4 Visual 1. Discrimination - matching using strip books (pp. 132, 67, 62) 2. Tachistoscopic - match single slides 3. Tachistoscopic - match sequences (p. 131)	1. Comparison of size, using terms "bigger", "taller", e.g. check progress of plants (p. 136) 2. Seriation in terms of height, e.g. contents of store 3. Shopping activity - handling, naming, counting coins; counting tins, etc; making purchases	Dramatic Play Free play as children use dressing-up materials and props Story Re-tell then dramatize familiar story (p. 105)
DAY 5 Auditory 1. Saying, listening to, dramatizing rhymes 2. "Listening Game" (p. 125)- imitating sounds 3. "Same" or "different"? 4. Puppet games 5. Investigating, identifying sounds made with common materials (p. 125)	1. Counting concrete objects - children tell how many - teacher writes number 2. Review, add to number books (p. 138) 3. Shapes - sort, name, count 4. "Tell Me" Time - "..square"- experience record, e.g. "(Noun) is square" (p. 120) 5. Tracing around shapes	rt 1. Children discuss "What I can do." 2. Paint self portrait 3. Dictate, then read caption

BLOCK B

1. ORAL USE OF LANGUAGE UNITS

(a) Listening Experience

The teacher can continue to provide listening experience by using specified language units. A tape of the children's voices may also be prepared. Each child may say his name using either "I'm" or "I am". This tape may be replayed from time to time to provide further listening experience. Care should be taken to include only standard language patterns.

During this period, use of the listening unit could be commenced. The listening books which accompany the tapes should consist of captioned photographs of the children themselves, engaged in interesting activities. The captions and tapes contain the particular language units to be emphasized, so that the children experience the spoken and written forms simultaneously.

An example of the first tape in which the language units "I'm" and "I am" are emphasized, is given in detail in Appendix A.

At this stage the children will need assistance in handling the listening unit. With practice in starting and stopping the tape, and turning over pages while listening, the children will learn to use the unit alone, and should be encouraged to do so.

(b) Informal Discussion

Many of the activities described in Block A continue to be appropriate. As the theme is developed, many opportunities will arise for the use of specified language units, e.g. "I'm", "I am", "I can", "can you", "he's", "he is", "he can't".

Morning talks may at first be devoted to a general competence theme, "What can you do?", e.g.

Child 1: *I can chop wood.*

Teacher: *Can you chop wood? Come and show us how you do it.*

Teacher: *What are you doing?*

Child 1: *I'm chopping wood.*

Teacher: *What is he doing?*

Child 2: *He chopping wood.*

Teacher: *Yes, he's chopping wood. Let's all say it.*

All: *He's chopping wood.*

Informal Discussion (cont.)

Particular skills may be the subject of further discussion, e.g.

skills associated with the home - cooking, sweeping;
skills developed through school activities - reading, counting;
physical skills - running, swimming, climbing, catching;
use of implements - hammer, scissors, telephone, knife and fork, toothbrush, fishing spear, boomerang;
creative abilities as demonstrated in painting, modelling, toy-making, making and playing of percussion instruments.

The use of "I'm going to" can be encouraged by selecting topics such as the following for morning talks -

What I'm going to do after school.
What I'm going to do tomorrow.
What I'm going to do when I'm a man/woman.

Children could be encouraged to bring small animals to school. As they talk about an animal, a detailed description may emerge, e.g.

He's small.
He's orange and black.

Birthdays and children's ages can be discussed, providing opportunities for the use of "is", especially "he's" or "he is", as well as providing for continued practice of "I'm" and "I am", e.g.

John is six.
I'm five.
He's five.

As suggested previously, when attendance is checked, children may respond using "I'm" - "I'm here." "He's", "he is", etc. may also be practised during this activity as the teacher enquires about absentees, e.g.

He's in Brisbane.
He is sick.
Matilda is at home.

Informal Discussion (cont.)

Observations of colour, shape and size may be used to give practice in the use, for example, of "he's", "he is ", "(noun) is":

A frog is green.

He's bigger than a grasshopper.

A ball is round.

He is a big boy.

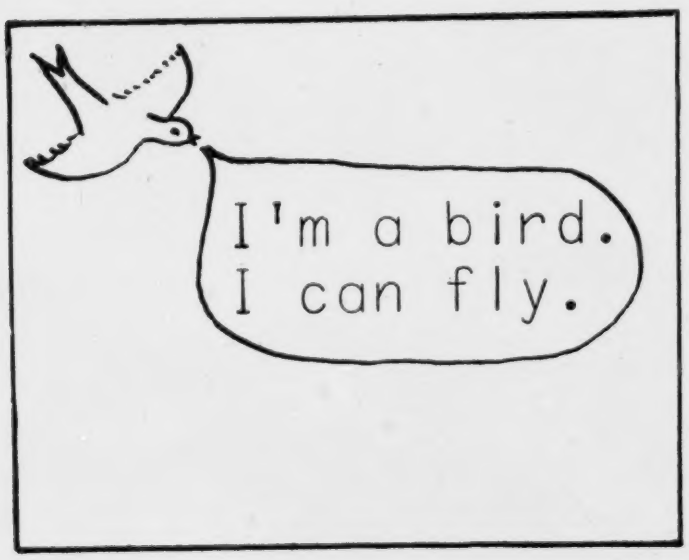
(c) Picture Talks

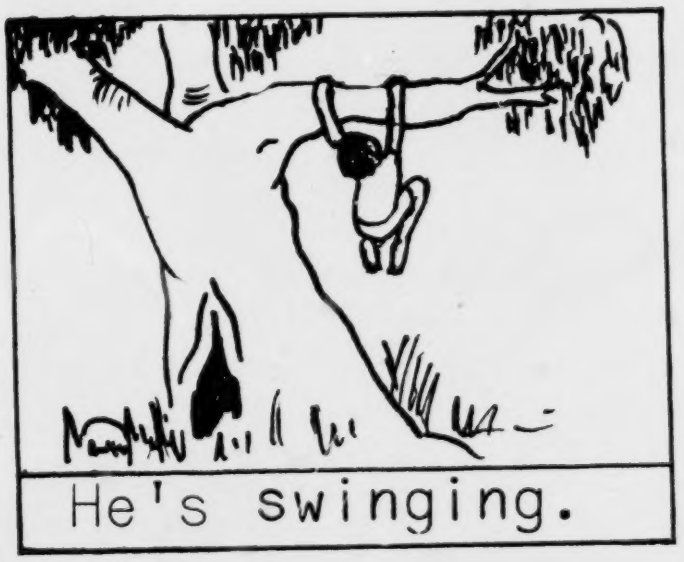
Slides and film strips of boys in the school can provide a focus for the use of "he" and "he's". A strip showing little boys in boats might lead to the use of statements such as:

He can paddle the canoe.

He's in a boat.

Photographs and other pictures that support the "competence" theme can be used. Each day, at least one new picture could be briefly discussed, then captioned, e.g.





(d) Language Games

The following games, designed to give practice in specified language units, may be played in addition to those described previously (pp.26—36).

"Where is Henry Hiding?"
(Language unit: he's, he is)

Henry is hiding again! Let the children suggest, then look in, possible hiding places.

Drama

Dramatic play and the use of telephones and puppets provide informal practice in the use of standard language patterns. Children can be encouraged to speak for puppets, e.g.

I'm Susie Seasnake.

I'm going to get some sausages.

Children may listen to music and then, as the music is replayed, interpret the music through movement. The teacher may sometimes question children, e.g.

Teacher: *Who is an animal?*
What are you, Julie?
Child: *I'm a cat.*
Teacher: *What can you do, little cat?*
Child: *I can lick up milk.*

On occasions, children may listen to music and then announce what they are going to be, e.g.

I'm going to be a worm.

Mime

In mime, children can be given further practice in the use of "I'm" and "I am". (pp. 34-35). New language units, "he's","he is", "I'm going to", "I can", etc. may also be practised. Sometimes a child may announce his action before miming,

Teacher: *What are you going to do, Hilary?*
Child: *I'm going to chop wood.*
Teacher: *What is he doing?*
Child: *He chopping wood.*
Teacher: *He's chopping wood, yes.*
Let's all say it.
All: *He's chopping wood.*

Language Games (cont.)

Mime may follow morning talks on "What I can do". A child tells what he can do, using the "I can" construction. After the child has given a demonstration, all carry out the action, saying what they are doing, e.g.

I'm drying the dishes.

When mime becomes a guessing game, children can use "he's" or "he is", e.g.

He's driving a car.
I think he's a kangaroo.

Dramatization of Rhymes

For dramatization, rhymes and stories can be selected that give practice in specified language units, e.g.

Chicken Little - *I'm going to tell the king.*
Little Black Sambo - *I'm going to eat you up.*
The Gingerbread Man - *I can run away from you,*
I can, I can.

When children have chosen the roles to play, these may be checked, e.g.

Teacher: *Who is John?*
Child 1: *He's the policeman.*
Teacher: *What are you going to do, policeman?*
Child 2: *I'm going to .....*

In addition to dramatizing, children can join in retelling of favourite stories.

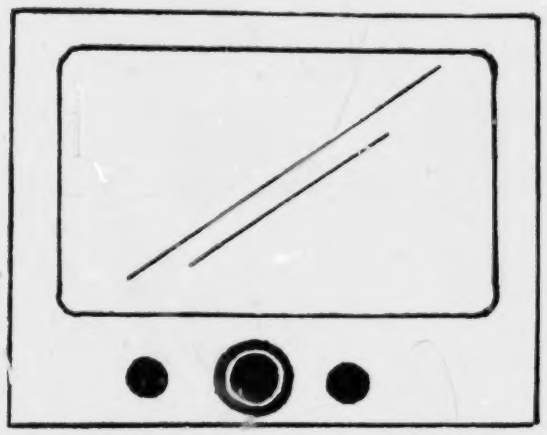
"Who Said It?"

The direct speech of characters from familiar stories or rhymes may be identified by the children to provide listening experience in the use of specified language units, e.g.

The sky is falling.
I'm going to tell the king. *(Chicken Little)*
I think I can, I think I can.
(The Little Red Engine).

Language Games (cont.)

Television



A simple "television set" can be made from three-ply or from a cardboard carton. A volume control may be provided so that when one child speaks too softly, another may "turn up" the sound. A channel-selector may also be added, giving children practice in recognizing numerals.

In television activities, the children may present a variety of programs - local news and weather, puppet plays, singing, saying poems, demonstrations and informative talks e.g.

How to find turtles.

How you play marbles.

How you make sandwiches.

Television announcers are expected to introduce themselves, e.g.

Hello, I'm Ashley Johnson. I'm going to tell you how to catch fish.

"Pigs Fly"

This language game, introduced previously, (p. 31) can provide practice in the use of "can't" and the unit "can you". After the children respond to each statement, it can be discussed briefly, e.g.

Can kangaroos fly?

No, they can't.

Can you fly?

(e) Poems, Songs and Stories

Poems, songs and stories can be selected to give practice in the use of specified language units. Many of these will also contribute to the development of the current theme, "Personal Competence." e.g.

I can tell you a story,
I can sing you a song.
I can find you the one
That does not belong. (cont.)

BLOCK B

Poems, Songs and Stories (cont.)

I can run, I can jump,
I can swim, I can dive,
I can hop, I can skip
I can count to five.

I can read this story.
Can you read it too?
Let's show everyone
What we can do.

(Language unit: I'm)

Kangaroo

Hop, hop, kangaroo,
I can hop just like you!
Hop, hop, kangaroo,
Bring your little joey too.

(Language unit: I can)

You Do It Too

I can jump, jump, jump
Like a kangaroo,
With a bump, bump, bump.
Can you do it too?

I can creep along
Like a jungle cat.
My steps are long.
Are yours like that?

I can spread my wings
Like a bird in the sky,
And fly round in rings -
Would you like to try?

(Language units: I can, can you)

Look at Me

I can bend my back,
Then stand up straight.
Put my hands on my hips,
Turn left and right.
I can point my toe,
Then bend my knee,
I can run on the spot
For you to see.

(Language unit: I can)

In the tree
I can see
Koala bears,
One, two, three.
Nibble your gum leaves,
Now go to sleep
Then away
I shall softly creep.

(Language unit: I can)

Poems, Songs and Stories (cont.)

What Can Hands Do?

Hands can lift
A box or chair
Hands can toss things
In the air.

Hands can sweep
The kitchen floor,
Hands can open
The front door.

Hands can cut
And paint and draw.
Hands can carry,
Clap and saw.

Hands can play
Guitars in bands.
What can you do
With your hands?

(Language units: Can you, plural "s")

I can see a mountain
Can you see one too?
Would you like to go there?
I'm going - you come too!

I can see the ocean
Can you see it too?
Would you like to go there?
I'm going - you come too!

I can see the silver moon
Can you see it too?
We would need a spaceship
But I'm going - you come too!

(Language units: I can, can you)

Look, I'm running!
Look, I'm running!
Come and follow me.
Let's run over to the mango tree.
Can you run with me?

Look, I'm playing!
Look, I'm playing!
Come and play with me.
Let's play on the slippery slide.
Can you play with me?

Look, I'm jumping!
Look, I'm jumping!
Come and jump with me.
Let's jump into the swimming pool.
Can you jump with me?

(Language units: Can you, I'm)

Tig!

You can't tig me!
You can't tig me!
I can tig you -
Wait and see.

(Language units: I can, You can't)

This is Fred.
He is small.
He can't do many
Things at all.

I can do
More things than Fred.
"You're very clever,
You are", Fred said.

(Language units: He is, he can't, I can)

Poems, Songs and Stories (cont.)

The boys and girls who stay at home
Are really very small.
They can't do things that I can do.
They can't do much at all.

Our baby's nearly one year old
He tries to stand and walk.
Let's play with him and teach him things,
And help him learn to talk.

She's my little sister.
She is only three.
She can't even climb a tree
Like you and me.

My other sister's bigger.
She has just turned four.
She can do a lot of things,
But I can do much more.

I'm learning new things every day.
I'll show the others - that's the way.
Soon they will learn for all to see -
When they are big, like you and me.

(Language units: I can, he/she can't)

A fire is hot
But ice is cold.
A baby is young
But Grandpa's old.

A horse is big
But a cat is small.
My brother is short
But Daddy is tall.

(Language unit: (noun) is)

Among the poems suggested for Block A are some which also emphasize language units specified for the current period, e.g.

I'm looking in the Mirror (p.37)

Who am I? (P.37)

Songs suitable for the current period are listed below. (As well as singing, children may listen to songs, e.g. "Can You Tell Me" and "The Gingerbread Man", tape C3.)

Language Unit	Song
I can	*Tell Me Where the Bunny Runs* (B1) *The Little Red Engine* (B5) *The Postman* (McHenry, p. 8) *I Have Ten Little Fingers* (Miller & Zajan,p. 5) *I Can Knock* (This Little Puffin, p. 119)

Poems, Songs and Stories (cont.)

Language Unit	Song
can you	*Can You Tell Me* (B4) *Can You Dance* (B6) *I'm a Dear Little Pussy* (A8) *Can You Walk on Two Legs* (This Little Puffin, p. 143)
you can't	*The Gingerbread Man* (A4)
I'm going to	*I'm Going to Say* (A12)
content only	*Heads and Shoulders* (This Little Puffin, (p. 125) *My Eyes Can See* (B2)

Improvised songs can also be used. The song, "I am Running" may be varied to give practice in the use of "he is". As one boy carries out an activity, the remaining children can sing about him, e.g.

He is counting.

Similarly, the song, "I am Eating Sausage", sung to the tune of "Johnny Get Your Hair Cut", may be modified, using "he is".

The following stories are recommended. Many of them serve a double purpose - providing practice in the use of specified language units and contributing to the development of the "Self Competence" theme.

Language Unit	Song
I can, can you	*I Can Do It* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *Going to School* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *My Five Senses* by Aliki (Black, 1963) *Find Out by Touching* by Paul Showers (Black, 1964) *Watch Me Indoors* by Ruth Jaynes (Bowmar, 1967) *Ten Apples Up on Top* by Theo Le Sieg (Collins & Harvill, 1963) *Put Me in the Zoo* by Robert Lopshire (Collins & Harvill, 1964)

BLOCK B

Poems, Songs and Stories (cont.)

Language Unit	Story
I can, can you	*Mr Brown Can Moo! Can You?* by Dr Seuss (Collins & Harvill, 1971) *Telling Tails* by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968) *The Little Red Engine* - traditional *This is the Way I go* series by Jenny Taylor and Terry Ingleby (Longman, 1965) *I Made a Line* by Leonard Kessler (Frederick Muller, 1968) *Going Swimming* (P.M. Green Book) *What I Can Do* (Reed, 1962) *What Can Jump* (Reed, 1962)
he is, he's, (noun is)	*My Little Brother* in Sounds Around the Clock (pp.58-75) by Bill Martin (Holt, Rinehart, Winston, 1966) *What is Pink* by Christina Rosetti - illustrated in Sounds of Numbers (pp.62-77) by Bill Martin (Holt, Rinehart & Winston, 1966) *Big Brother* (P.M. Instant Readers, Teacher's Edition No. 1R 14) *The Up and Down Book* by Mary Blair (Hamlyn, 1966) *How Does it Feel?* by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968) *My Friends and I* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *In Our Class* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *What is Little* (Reed, 1962) *What is Big* (Reed, 1962) *Tom is Sick* (Reed, 1962)

Poems, Songs and Stories (cont.)

Language Units	Song
I'm going to	*The Three Billy Goats Gruff* - traditional (e.g. Whitman, 1966) *Little Black Sambo* by Helen Bannerman (Schatto & Windus, 1954) *Chicken Little* by Stella Williams Nathan (Whitman)

Other stories that might be included for their content are:

Too Many Names by J. Peterson (Whitman, 1970)

The Mouse Who Learned to Read by Beverely Randell (Collins, 1969)

Whistle for Willie by Ezra Jack Keats (Picture Puffin, Penguin, 1969)

(f) Rhythmic Activities

As the theme of "Personal Competence" is developed, children can be encouraged to talk about themselves and the things they can do, sometimes contrasting their skills with those of younger siblings - ("I can ...", "He can't ..."). Often, rhythmic activities can be used in conjunction with such discussion. As children move, opportunity exists for them to repeat patterns of language, sometimes with percussion accompaniment. A child may tell what he can do or what he is going to do,("I can ..." or "I'm going to ..."), then, as he moves, tells what he is doing ("I'm ...").

Children can form an audience telling about one child who is moving (He's ..." or "He is ..."). Then they carry out these actions themselves (I'm ..."). Sometimes rhythmic repetition of the unit "I'm going to ..." may precede movement. As the action is carried out, "I'm ..." or "I can ..." can be repeated, e.g.

All: I'm going to dig. I'm going to dig ...

(Action commences)

All: I'm digging. I'm digging.

or later -

All: Look at me. I'm digging.

Rhythmic Activities (cont.)

Additional rhythmic practice of language patterns may sometimes occur during activities initially designed for another purpose, e.g.

I'm mixing paints.

I'm digging in the sand.

Rhythm can be used to give practice in both the full form of "He is" and the contraction, "He's". (For further suggestions, see Block A, pp. 43-45).

2. READING

(a) Manipulation of Language Units

Printed forms of language units can be introduced following oral activities. (Refer to detailed suggestions, pp. 47-49). For example, children may tell what they can do, then carry out the action, moving rhythmically and repeating the sentence, e.g. "I can run". The teacher can then invite a child to tell his story in writing, handing him the appropriate cards.

In addition to children's name cards and unit cards introduced previously, the following word or unit cards will be required for manipulation activities - I can, run, jump, play; Look at me, running, jumping, playing.

Sets of small language unit cards for individual use can also be provided. At this stage, teachers may prefer to introduce these during group activities, perhaps with the more advanced children only. At first, each child may be given cards of only a few of the words and units together with a card bearing his name.

As a sentence is constructed on the magnetic board, children may, with their small cards, construct, then "read" that sentence. At the end of the activity, children may play a matching game as the cards are put away. One by one, the magnetized cards that were used in the activity can be displayed by the teacher. Each child can then find and hold up his matching card, "read" it, and place it in his box.

(b) Recognition of Words and Units

Some additional reading activities, designed to improve children's recognition of words and sequences are suggested. However, recognition is not as yet a major aim of the reading program. Greater importance should be attached to "reading" of complete sentences when manipulating language units and in experience reading.

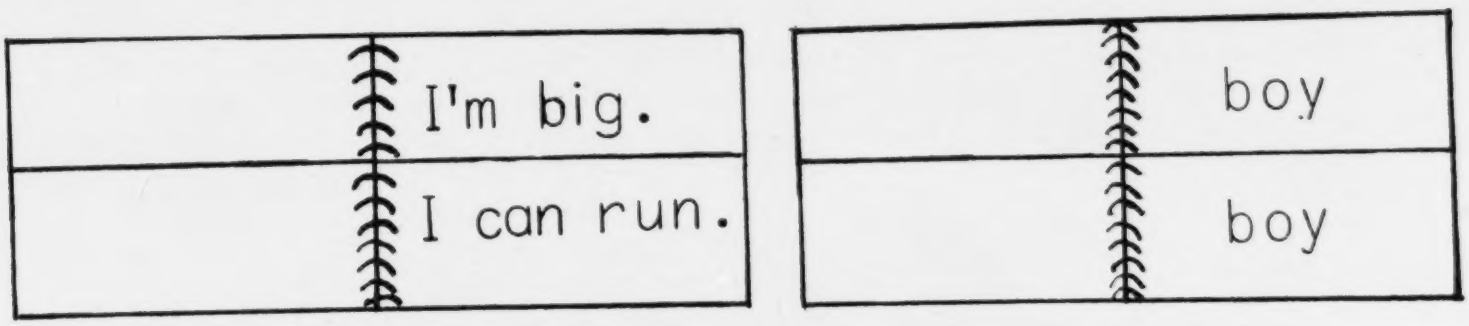
Matching

Matching of sentences as suggested previously should be continued. (p.50). Some matching of single words may also be commenced. A child who has been given a word card, places it under a similar one which he has located, saying the word as he does so. The same card may be matched by several children as they find words pinned to the wall, on the blackboard, on magnetic cards, in captions or in other experience reading material.

The use of strip books for matching has already been described (p.67). As well as matching pictures and shapes, children may match words or sequences, each of which appears once in both the top and bottom sections of the book. (Care should be taken that a mirror image of words does not show through on the back of the page.)

Recognition of Words and Units (cont.)

Children can identify the word or sequence displayed in the top half of the book and watch for its pair as the bottom pages are turned, e.g.



When the children begin using listening units, they will need to recognize the signs "go" (on green tape) and "stop" (on red tape). Children may be given experience with these words in a traffic game. On a set of traffic lights, the words "stop" and "go" are written on the red and green discs respectively. Two lights are covered at a time, allowing only one to "shine".

The children can pretend to be cars, trucks, taxis etc., responding to the changing lights. All can participate in "reading" the words "stop" and "go". Using flash cards, they may also match the words with those on the traffic lights.

"Picking"

Sequences and sometimes single words or units to be practised, can be printed on stiff paper and pinned in various parts of the room. Five or six cards of each of the units selected can be made. As the teacher holds up one card at a time, children can identify the word or sequence, with help if necessary. As they "read" each card, they may sometimes write the word or words "in the air".

After a word or sequence has been identified, the children can look around the room for more cards of the same word or sequence. As a child touches a card, he reads and then "picks" it. The game continues until all cards of each word or sequence used have been located. Cards that have been "picked" may be taken home by the children. If possible, each child's "reading" of cards he has won should be checked before he leaves for home.

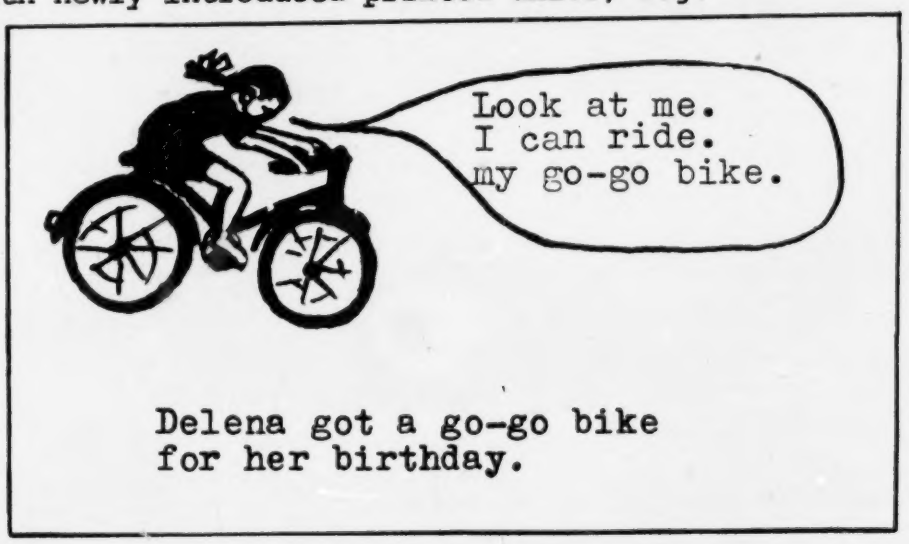
Recognition Games

Children may respond particularly during outdoor activities to the printed forms of the words such as "run" and "jump".

(c) Experience Reading

News

As before, news charts might be compiled each day. Those written on previous days might sometimes by re-"read". Although only standard language structures should be used in these, as much of the children's oral language as possible should be preserved. Some news items may provide further experience with newly introduced printed units, e.g.



Secret Messages

"Secret Messages", announcing interesting activities to the children, may be posted on a notice board or other "special" area of the room. Following speculation about the content of the message, children may "read" it with the teacher. Later in the year, as reading skills develop, some children will be able to read messages for themselves. e.g.

We are going to paint today.

Helpers Chart

A helpers chart, as illustrated below, gives practice in the use of "I'm going to" and aids recognition of children's names.

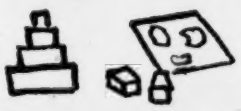
Experience Reading (cont.)

I'm going to do this.

I'm going to water the plants. Katrina

I'm going to feed the turtle. Benny

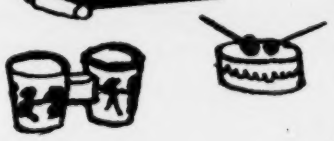
I'm going to tidy the books. Patrick

I'm going to tidy the puzzles.  Melody

I'm going to mix the paints. Harold

Marcella

I'm going to give out the crayons.

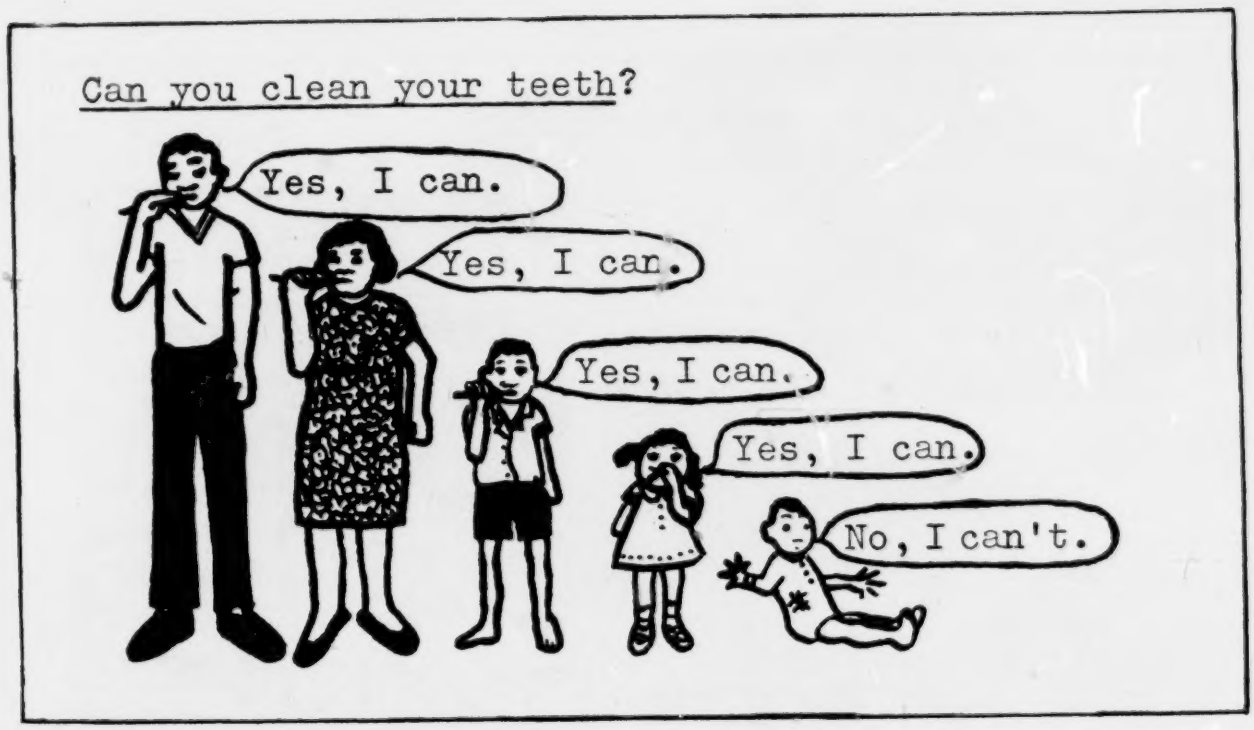
I'm going to look after the drums.  Betsy

I'm going to look after the click sticks. Grant

Health Posters

Health posters can either be the starting point for health discussions or can result from them. Posters such as the following can be re-"read" frequently,

Experience Reading (cont.)

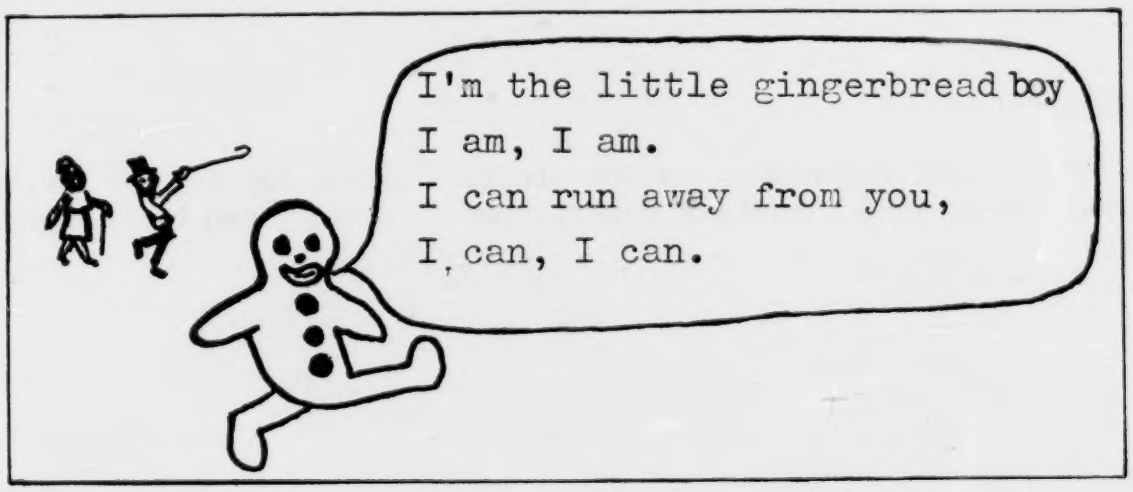


"What am I?" Cards

The game, "What am I?"could continue to be included, sometimes using written clues which are read to the children. Some of the clues may begin with "I can". Others might continue to give practice in the use of "I'm" or "I am". (pp. 28-29).

Illustrations from Stories

Children and teacher may talk about pictures from familiar stories, deciding on a suitable text to accompany the pictures. Sometimes, recently introduced language units may be used, e.g.



BLOCK B

Experience Reading (cont.)

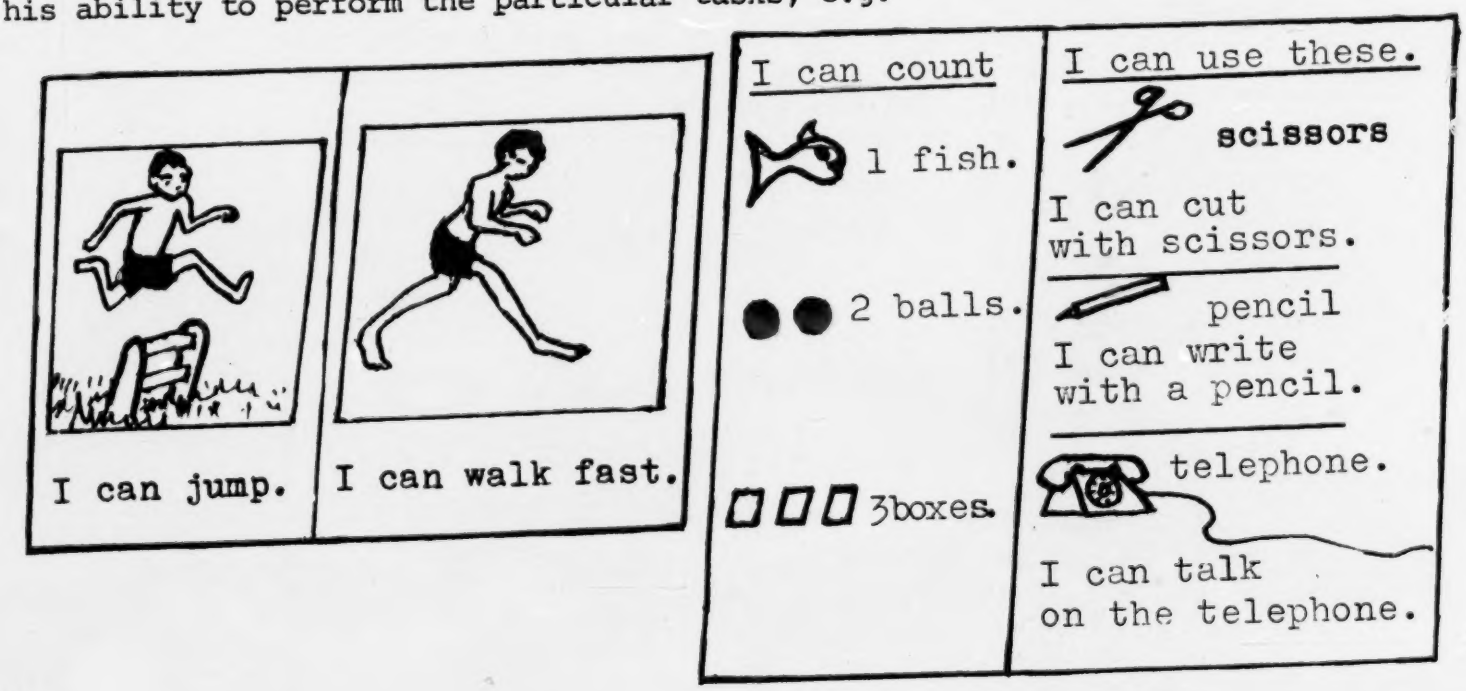
Captioning of Pictures

Captioning of pictures and re-reading of some previous captions may be carried out daily. (pp. 51-53) Pictures which permit speculation as to the future actions of characters depicted, can be selected e.g.

Personal Books

Activities and discussion centring on the personal competence theme may suggest additions to children's personal books. A child may draw or select a suitable picture to illustrate what he can do. Paper cutting and other art or craft work may also be used to provide illustrations.

A child may dictate his story to the teacher who writes it in his book. Such stories may sometimes be traced by the child. Duplicated sheets summarizing various achievements may be included in a child's book when he demonstrates his ability to perform the particular tasks, e.g.

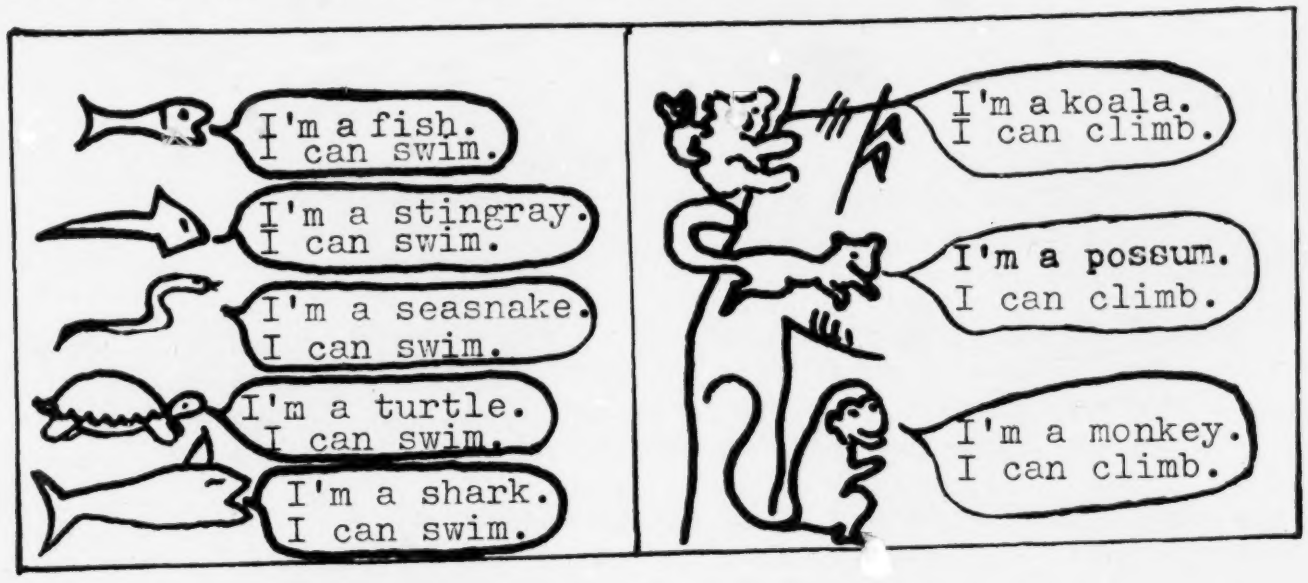


Experience Reading (cont.)

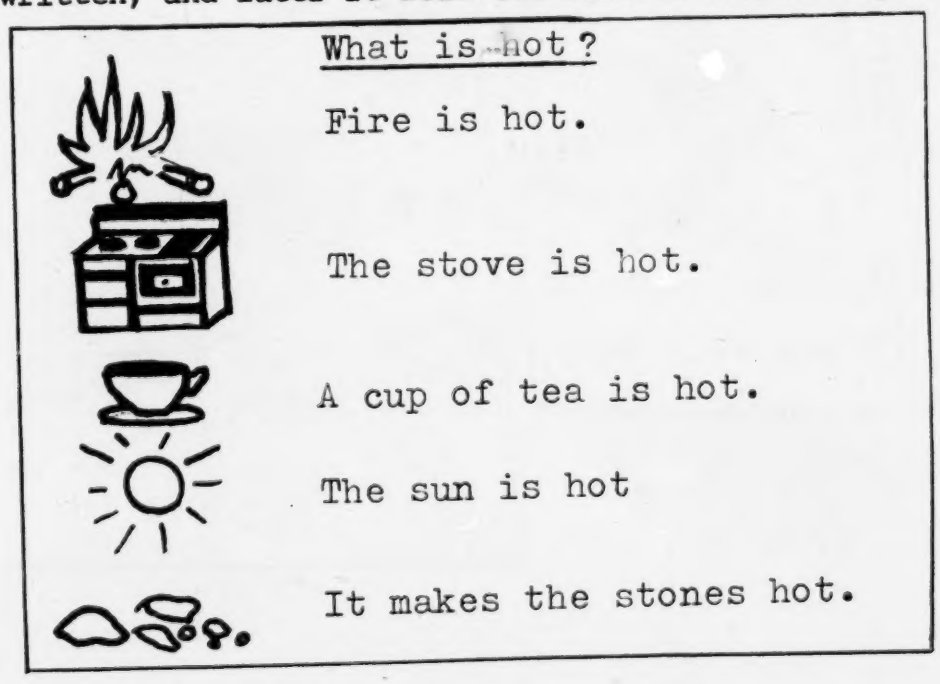
From time to time, the teacher should review each child's book with him. In preparation for visits by parents and other interested relatives each child may practise "reading" his book and demonstrating his skills to his family.

Records of Discovery Experiences

Classification activities in which items from the treasure box, pictures, or other materials are discussed and sorted may be the basis for some experience reading records. For example, children may discuss the ways in which different animals move. Pictures can be sorted and a book entitled "How do they go?" completed over a period of several weeks, e.g.

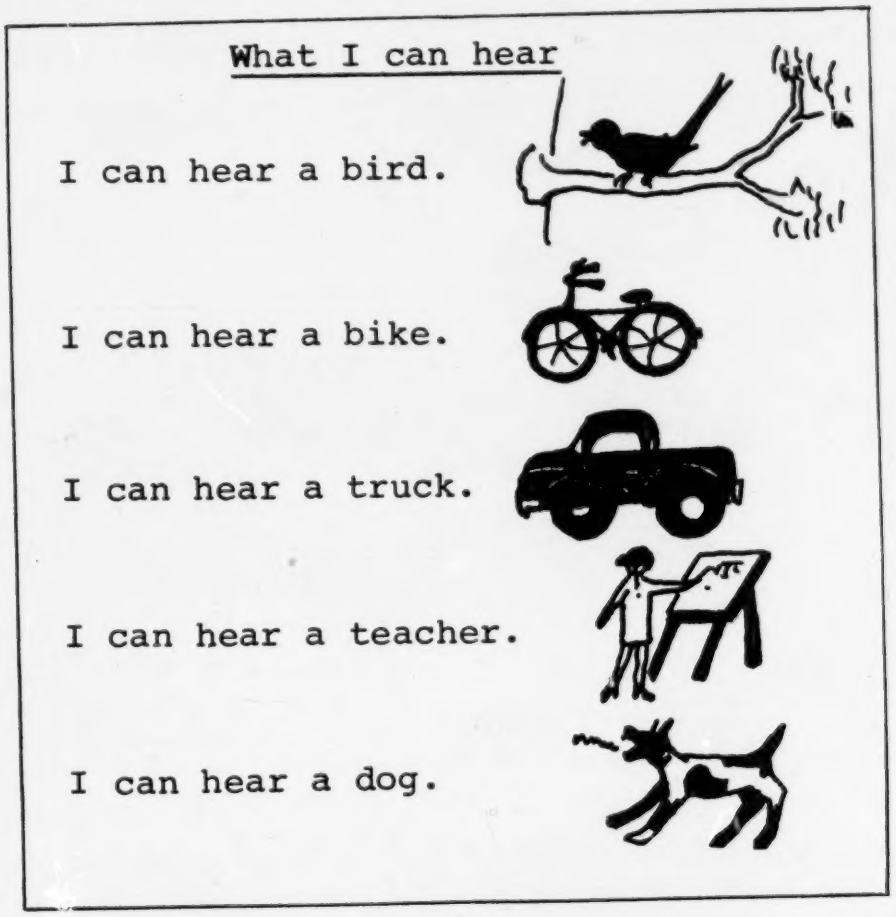


Written records of "Tell Me" time may sometimes be kept. The structure, "(noun) is" can be given additional practice as the children suggest what should be written, and later re-read the book or chart. e.g.



Experience Reading (cont.)

Occasionally, at the end of "listening time", the teacher may record children's observations on a chart, as they relate what was heard. This is "read" immediately by the children and teacher and re-"read" in the days that follow. e.g.



(d) Rhythmic Reading

The words of a few rhymes or songs may be written on charts or in a large book and used for rhythmic reading. Songs or rhymes which are familiar to the children and also contain language units which have been introduced, are valuable for this purpose e.g.

I am a Kangaroo.

I'm Running.

I'm Jumping.

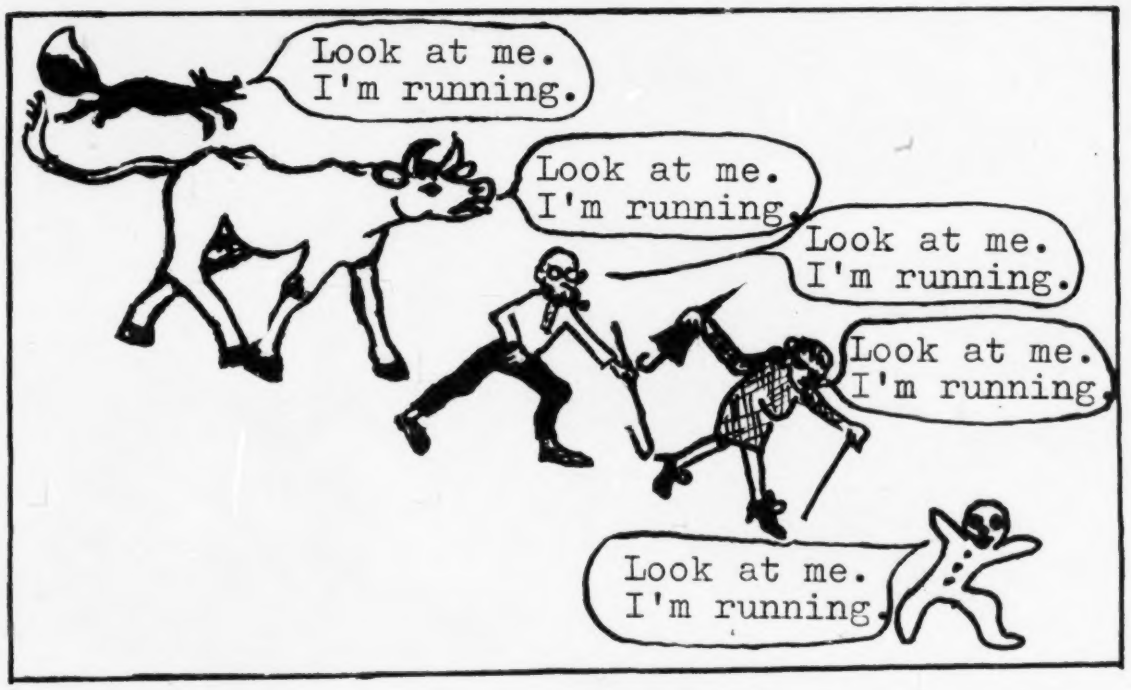
(e) Practice Reading

Materials for practice reading can be provided as suggested previously (pp. 56-57). Some of the experience reading books and charts described in the preceding section are also suitable for practice reading e.g. "How do they go?", described on p.120. Children's personal books may also be used for individual practice reading. (p.53).

Practice Reading (cont.)

When the sentence "I can jump" has become familiar to the children in printed form, the language booklet, "I can jump" could be introduced. This booklet provides practice in both reading and the use of spatial terms.

Duplicated activity sheets can also be used for practice reading, e.g.,



Children might be allowed to play with figures and language unit cards on the magnetic board during free activity periods. The teacher may sometimes give informal help in reading sentences. Children should also be encouraged to make free use of book corner materials.

(e) Writing

Tracing of language units provides reinforcement. As each new unit is introduced, the children may trace a sentence containing it, first watching the teacher, and then writing in the air with her, to encourage correct movements in forming letters. Appropriate sentences may be duplicated in large writing for tracing activities or may be traced with chinograph pencils, using cards in plastic wallets.

Independent writing, rather than tracing, may be attempted by children displaying interest and adequate manipulative skills. For example, an advanced child may read the sentence card, "I can jump" to the teacher and then copy the sentence and draw an appropriate picture.

Writing (cont.)

Word recognition practice and writing can be incorporated into an outdoor activity. Large flash cards of content words such as "run", "jump", "play", "little" and "big" may be prepared. The class may move into a shady place outside where there is sand or dirt available in which children may write. After the children as a group read each word card, the teacher holds one up for recognition. The children copy the word in the sand or dirt using sticks or fingers. They then interpret the word through action.

Writing Names

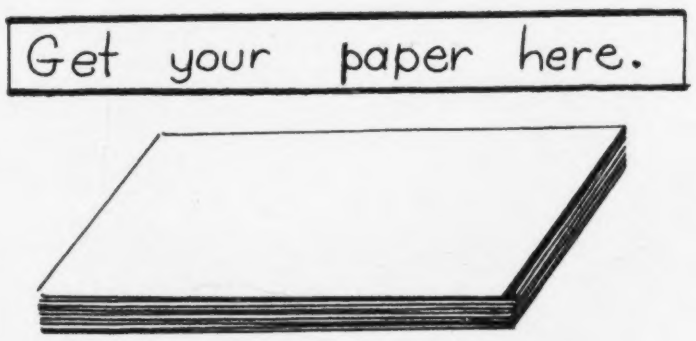
When a child is able to produce a reasonably well written version of his name, either by tracing or copying his name card, he might be helped to paste it on a chart. e.g.

I can write my name.

girls	boys
Naomi	Greg
Alice	Kurt
Esther	Bobbie
Tanessa	Norman

Photographs of the children could be pasted beside the relevant names.

Writing materials such as the paper, pencils and crayons should be freely available for children.



Writing (cont.)

If a spare chalk-board is available, this could be set at an appropriate height for the children to use. As well as independent writing, the children may trace writing on the blackboard, using fingers or chalk. Some children may elect to write on the board during free activity periods. (For further suggestions, see Block A, pp. 57-58).

3. PERCEPTUAL SKILLS

(a) Auditory

Investigating Sounds

Opportunities should be provided for the investigation of the sounds of common objects. Objects might be sorted in terms either of scunds produced or materials of which they are made. A wide range of objects should be included thus facilitating generalization about sounds which are characteristic of certain types of materials, e.g. wood, metal, liquids, cloth, plastic. The sounds produced by some objects when suspended could also be investigated.

Recording and Identifying Sounds

Recordings might be made of some of the sounds investigated by children. Sounds of "things I can do" may also be recorded, e.g. cutting with scissors, playing drums or click sticks. As well as identifying sounds on tape, children may listen to sounds produced out of sight by other children or the teacher.

Children can be asked to judge whether pairs of sounds, either on tape or produced out of sight are the same or different. Similarly, pairs of words may be used. In the initial stages pairs of words should be selected in which gross sound differences occur, e.g. boat, store; house, house; frog, frog; bread, moon.

Responding to Auditory Cues

During listening games, sometimes played outdoors, children can respond to auditory cues as instructed, e.g.

When you hear two claps, run to the big tree.

When you hear the shaker, curl up like a ball.

The game, "Simon Says" may be introduced in simple form. Children may also enjoy listening to and, later, joining in the actions of the recorded song, "Simon Says".

Imitating Sounds

The children can imitate sounds that they have heard, both vocal and non vocal. Rhythmic sound sequences may also be reproduced by them, e.g. clapping, tapping, bongo rhythms. Initially short sequences should be used. Gradually the length of the sequence and the range of rhythms could be increased.

Auditory (cont.)

In "The Little Red Engine", chuffing and whistle blowing are highlighted. Chuffing starts slowly and becomes faster as the engine gathers speed, then slows down as the engine climbs a hill. Volume increases as the engine gets closer and decreases as the engine goes further away. One group of "trains" may chuff rhythmically while others repeat "I think I can" etc. Sometimes, suitable music may be played in activities such as this.

As well as providing sound effects for stories, children may listen to stories told with sound effects. For example, the teacher may begin telling such a story and, after building up the children's interest, she may turn to them to provide endings:

"One day a little girl called Annie was at home by herself. Her Daddy was at work and Mummy was at the Baby Clinic. Annie heard a strange noise coming from the cupboard. It went "s-s-s, s-s-s, s-s-s." Annie listened. Very quietly she crept to the cupboard and listened again. "s-s-s, s-s-s, s-s-s." She could still hear it. Annie put her hand on the door. Slowly she opened the cupboard and looked inside. What do you think? She saw ....."

Phonic Characters - Henry, Susie Seasnake and Mumma Moo

Activities with Henry and Susie Seasnake as described previously can be continued. (pp. 60-62; p. 32). As Mumma Moo, the cow puppet is introduced children can introduce themselves ("I'm ....") and Henry ("He's ...."). The game "Mumma Moo likes ...." can be played. Mumma Moo may also be taken on a walk and her collection started. She also needs a name card. A book, summarizing what she likes, may be begun.

Rhymes and Finger Plays

The following rhymes are intended to provide enjoyment as the children listen, or join in saying them. Through such activities, their awareness of sound similarities and differences will be increased. In particular, Mumma Moo's sound - "m" - should receive emphasis. (Continue also the rhymes and finger plays suggested previously, on pp. 36-38 ; pp. 64-65).

Auditory (cont.)

Mumma Moo

Mumma Moo says "I'm a cow.
My name's Mumma Moo.
Mary likes me, so does Maggie,
Do you like me too?"

Mumma Moo is always munching,
She is kind to me.
Mumma Moo makes milk to drink,
It's in my mug for tea.

Tommy the Cat

Scratch, scratch goes Tommy the cat
As he sharpens his claws on the tree.
Tommy climbs up, and Tommy jumps down,
Then Tommy runs home for his tea.

Listening Game

Guess what is making the sound you hear:
ZZZ - ZZZ - ZZZ
A bee is making the sound I hear,
ZZZ - ZZZ - ZZZ
Guess what is making the sound you hear:
Miaow - miaow - miaow.
A cat is making the sound I hear,
Miaow - miaow - miaow.

(Other verses may be invented.)

The Train

The train is going up the track,
Puff, puff, puff.
Now the train is coming back,
Puff, puff, puff.

Rat-a-tat-tat

Rat-a-tat-tat.
Who is that?
Only Grandma's pussy cat.
What do you want?
A drink of milk.
Where's your money?
In my pocket.
Where's your pocket?
I forgot it.
Oh you silly pussy cat!

Buzz! Buzz! Buzz!
See the busy bees.
Buzz! Buzz! Buzz!
Busy buzzing bees.

Sailor Sam

Sam's a sailor, as you see
And he's as merry as can be,
He sits upon the sand and sings,
And all the seagulls flap their wings.

The Slippery Slide

Down we slide,
And slide and slide.
Round we run and then -
Up we pop
To reach the top.
Down we come again.

The Hammer

BANG goes the hammer,
Just like this!

BANG goes the hammer;
Do not miss!

BANG goes the hammer,
Sparks fly high;

Here is the hammer:
Now, YOU try.

Auditory (cont.)

Where are you going
My little cat?
I'm going to town
To get a hat.
What! A hat for a cat!
A cat get a hat!
Whoever saw a cat
With a hat.

Where are you going
My little pig?
I'm going to town
To get a wig.
What! A wig for a pig!
A pig in a wig!
Whoever saw a pig
With a wig.

Where are you going
My little goat?
I'm going to town
To get a coat.
What! a coat for a goat!
A goat get a coat!
Whoever saw a goat
With a coat.

Milk

I'm a cow,
Moo, moo, moo.
I'm going to give some milk to you,
Moo, moo, moo.

I'm a cat,
Miaow, miaow, miaow.
I'm drinking milk, I'll show you how,
Miaow, miaow, miaow.

I'm a child,
I'm not a cat.
Children don't drink milk like that.

Rain on the roof-top,
Rain on the tree,
Rain on the green grass,
But don't rain on me.

Some action rhymes providing number experience are also included:

Ladder Climbing

Two busy feet
Go climbing high,
One at a time
Towards the sky;
Up to the top,
They stop: and then -
Two busy feet
Climb down again.

Who's that knocking,
Knocking at the door?
One knock, two knocks,
Three knocks, four.
He's coming to the window -
He's taking a peep
To find out whether
The baby's asleep.

Rhyme

Children can listen to, say, and sometimes dramatize rhymes. Among those previously suggested are many which are suitable for creating an awareness and enjoyment of rhyme, e.g. "Rat-a-tat-tat" (p.177) and "Where are you going?" (p.128). (pp. 36-38; 64-65; 106-109; 127-128).

Auditory (cont.)

Completing Rhyming Couplets

Previously, the children completed couplets from known rhymes. This activity could be extended to those invented by the teacher. These could be about the children or about items or events of interest to them, e.g.

Jane, Jane,
Got wet in the ....

Roy, Roy,
Is a little ....

Clive, Clive,
Likes to swim and ....

Paul, Paul,
Throws his ....

Where is Mary's chair?
I see it's over ....

Number rhymes can also be included e.g.

1, 2,
I see ....

1, 2,
The sky is ....

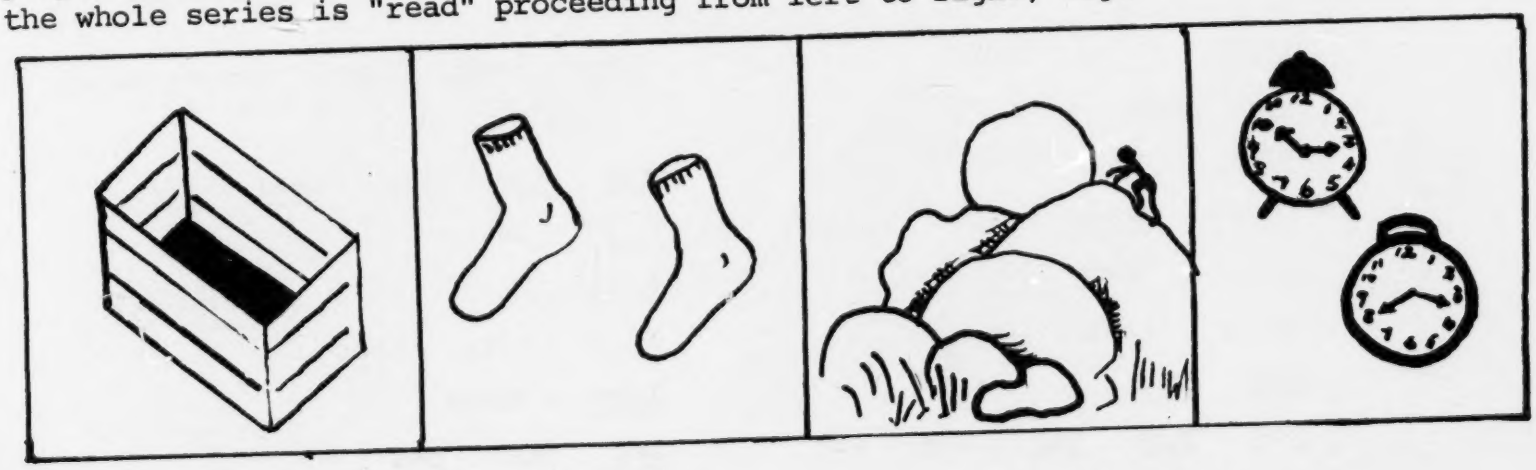
1, 2, 3,
Look at ....

1, 2, 3, 4,
Mummy's going to the ....

1, 2, 3, 4,
Run and touch the ....

Saying and Listening to Rhyming Words

To give children experience in saying and hearing rhyming words, series of pictures may be used, e.g. individual pictures or duplicated sheets prepared for the purpose. After children have named the pictures in each set, the whole series is "read" proceeding from left to right, e.g.



Auditory (cont.)

As well as saying, and hearing themselves say, each series, children may listen quietly while the teacher or a child says the series. The sound similarity using the term "rhyme", could be discussed.

Below is a list of rhyming words which may be useful in this and in later activities. The words underlined were among those used by Palm Island children three months prior to their starting school.

bag rag wag

ball wall crawl

beach peach

bear chair hair pear

bed head dead red shed

bell shell fell

block rock

blood mud bud

boat goat coat

bone phone stone

book hook cook look

box rocks socks clocks

boy toy

cake snake rake shake

car star guitar

cat hat fat bat mat plait

clock rock sock

comb home foam

cow bow plough

crab grab stab

crash smash ash splash

creek beak

crown town brown

cup pup

dig pig tig fig wig

dinner winner

dog frog log

drink pink sink wink

drive five hive

duck truck suck

eye fly cry dry fry

fan man can tan

fight write bite kite light might white

fire wire

fish dish

Flipper slipper skipper

girl curl pearl

gun run sun bun

hand sand band

hole bowl coal goal foal

horse sauce

house mouse

jail tail snail mail nail sail

jump bump lump hump stump pump

key tea sea tree three

T.V. bee

kill hill pill spill

kiss hiss miss

lamp stamp

leg egg peg

lick stick brick kick chick

meat sheet feet seat

BLOCK B

Auditory (cont.)

men hen pen ten
mice rice
milk silk
money honey "Bugs Bunny"
moon spoon
name game
net wet jet
pants dance
plane rain train
plum Mum
pocket rocket
pot cot spot
pram jam dam ham
reef leaf
rope soap
school pool tool stool
shark bark dark park
sheep sleep deep
shirt skirt dirt hurt
ship lip tip whip chip
zip
shut cut hut
shoe two zoo blue chew
kangaroo
smack back tack black
smoke coke
sore store pawpaw door four
core snore
stop mop top stop shop
hop chop
string swing ring wing
sling king
throw toe sew bow go hoe mow
tin chin pin bin win fin
wave shave
wheel heel seal
yard card guard

(b) Visual

Tachistoscopic Program

Matching of individual animal slides (set A) might be continued along the lines suggested previously (p.66). Depending upon the children's performance, exposure times could be decreased.

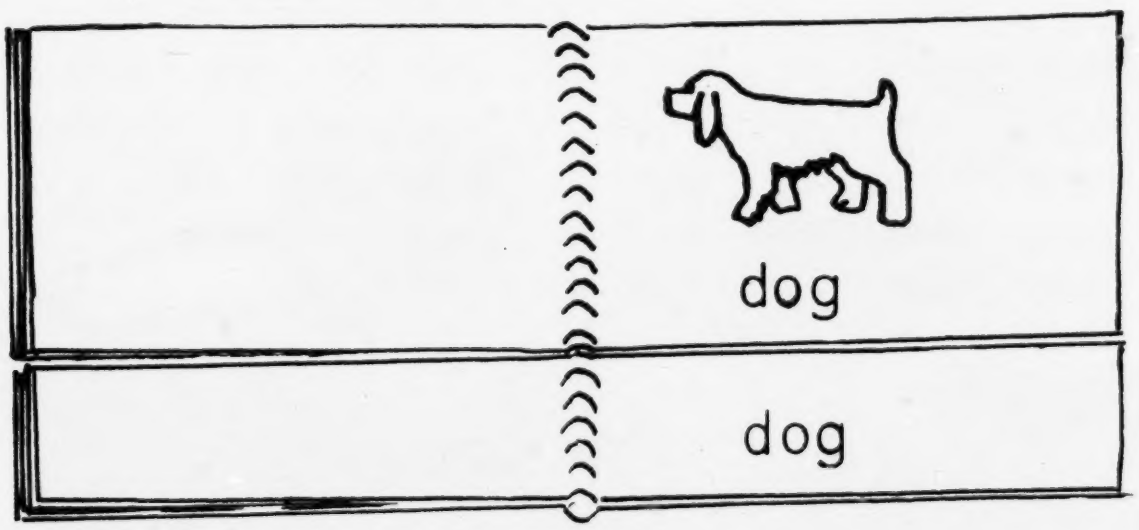
Visual (cont.)

A start might be made on matching a sequence of two animals flashed simultaneously, using composite slides. When children have selected and arranged their cards, the sequence may be re-exposed for a longer period while their responses are checked and corrected if necessary. The correct ordering of the sequence is important in addition to the selection of the correct animals and their orientation.

Occasionally a sequence of three animals might be introduced. Teachers might sometimes work with a small group of advanced children to extend them. Alternatively, a session beginning with the whole class may be extended for a smaller group, while the remaining children engage in another activity.

Visual Discrimination

Matching activities described previously should be continued (e.g. p.67). Similarly the use of strip books involving matching of shapes, words, or sentences has been described (p. 67; pp. 114-115). Illustrated versions of strip books in which single words are matched may be prepared for independent use by children, e.g.

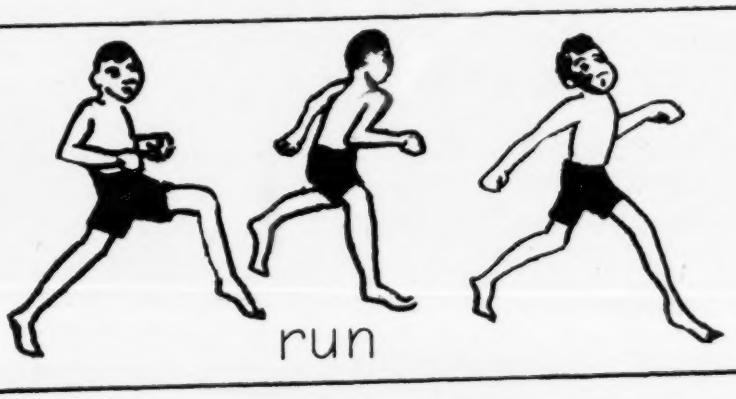


Before books are placed in the book corner for independent use, they should be used in group activities, establishing the correct labelling for each picture, e.g. "dog" not "puppy dog". In this way, the likelihood of reinforcing an incorrect association of spoken and written word forms is diminished.

Visual (cont.)

Children may also locate all the occurrences of a particular word on a work sheet or card. Before beginning work, each brings his paper or card to the teacher and "reads" the word under his picture. He then circles all occurrences of that word. As well as duplicated sheets, cards in plastic wallets may be used. Children may either mark the plastic using an erasable chinograph pencil, or they may place curtain rings around the words selected.

Sometimes, words may be printed large enough for children to trace over all occurences of the illustrated word.



run

run	run	to
jump	run	run
run	play	run

Instead of always distributing the same sheet to all of the children, teachers may prepare a range of worksheets and encourage children to select their own. In this way, more advanced children may work through more challenging sheets while the teacher gives extra help to those requiring it.

Visual discrimination activities described previously, e.g. "Which One is Different?" (p. 67) and "Same or Different" (p. 68), will continue to be useful. In addition children may examine series of pictures, words or shapes to find the two that are the same, e.g.

Visual (cont.)

Visual Memory

"Kim's Game", described previously (p. 63) as a phonic memory game, may be played with any collection of items. Before the game begins, a leader may be given a tray and asked to prepare a collection. After children have named each object and examined the collection briefly, the tray is then covered while children attempt to recall all the items.

Reconstructing an arrangement is a further development of "Kim's Game". Such arrangements should be fairly simple. When children initially arrange the objects, discussion, should be encouraged both as an aid to memory and to provide practice in the use of spatial terms ("beside", "between", "underneath", "next to", etc.)

Coloured shapes may sometimes be used in the memory game, following sorting and matching activities. When linear arrangements are made, children should be encouraged to reconstruct the sequence from left to right.

Visual Association

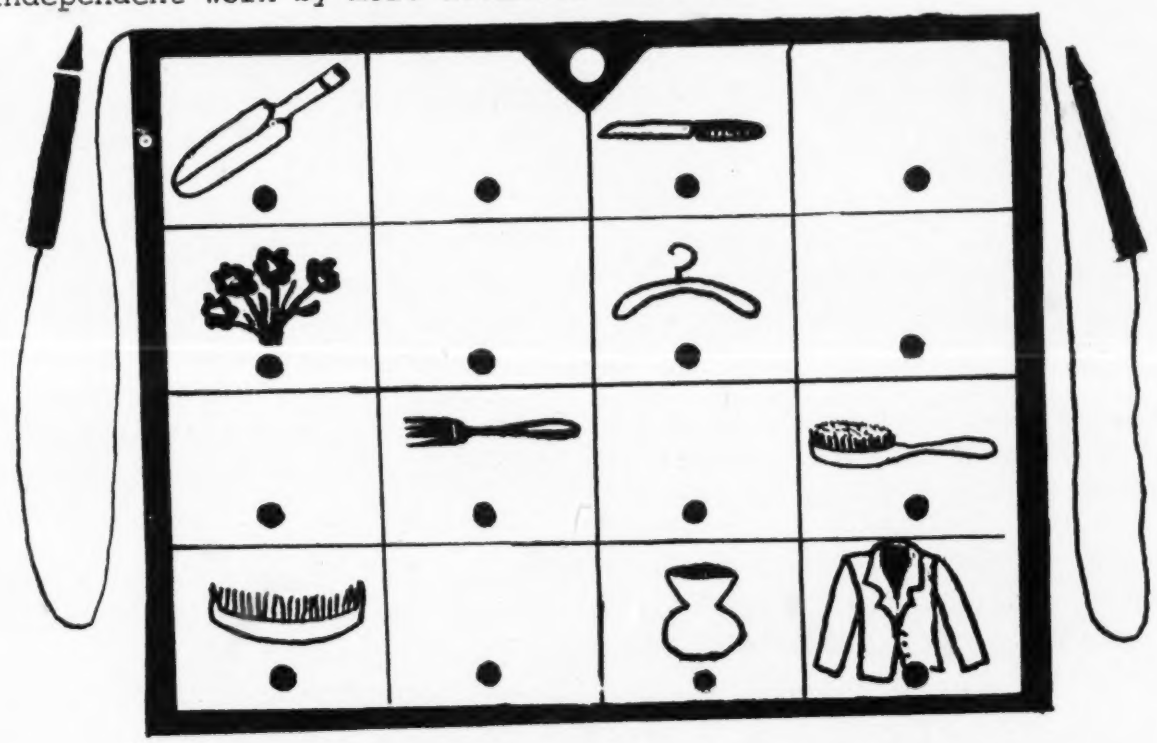
In addition to informal association activities with actual objects, e.g. from the Treasure Box (p. 68), children may find pairs of pictures which "go together". Individual pictures, may be used, or duplicated activity sheets may be prepared. Encourage children to explain their selection of picture pairs.

Find two that go together:

Visual (cont.)

Children may begin using circuit boards in some visual association activities. Correct orientation of boards, with the light bulb at the top is necessary. An activity card is fitted over the metal contacts of the board. The child using the board holds two probes. He places these on pictures which he thinks "go together". When pairing is correct, the bulb lights up, reinforcing the association. If incorrect, the child tries again until a correct response is indicated.

At this stage, teachers may find circuit boards of particular value for independent work by more advanced children.



Other activities, suggested previously, may be continued, e.g. Visual Discrepancy (p. 68), "What's Different?" (p. 69) and Individual and Group Activities (p. 69).

4. DISCOVERY

Colour

Activities involving colour as suggested previously, e.g. "Colour of the day", colour walks, making of colour books and classification in terms of colour (pp. 54; 70-72) are applicable also during this period. During free or directed play with number rods, children may also be encouraged to use and respond to colour terms.

Size

Activities suggested previously (pp. 72-74), e.g. observations about size, comparison of size, classification in terms of size, should be continued and developed.

Planting seeds or bulbs provides for ongoing comparison of size and for measurement activities. A small group of children may plant and care for a bulb, bean or wheat seeds, etc. Regular progress reports may be given.

Seeds of hardy plants with differing growth habits may be planted in an outdoors garden plot, e.g. tall-growing varieties such as sunflowers and smaller plants such as dwarf marigolds. Observations on their differing growth patterns might be recorded.

Attention may be focused on height. From use of the global term "big", children may progress to the more specific term "tall", when referring to height. Practical activities may include:

comparison of the heights of children;
seriation of 4 or 5 children in terms of height;
seriation of objects - tins, packets, etc;
finding something "taller" than a given object or person;
estimating which of two objects is "taller";
finding the tallest tree in the playground;
having races to the tallest tree, etc.

Following a variety of experiences in which the term "tall" is used, "Tell Me" time may provide an opportunity to summarize ideas. An experience reading book or chart entitled "What is tall?" may be developed.

"The Tall Man" is a familiar figure in Aboriginal folklore. The following poem is appropriate and may serve as a stimulus for considerable discussion.

Discovery (cont.)

The Tall Man

Out in the scrub
When the white moon shines
Do you see the Tall Man
Peering through the vines?
Hush now, hush now,
Don't you cry!
It's only a shadow
The wind chased by!

Following appropriate experiences with objects, pencil and paper activities may sometimes be undertaken. Written instructions may be read aloud by the teacher, then by the whole group, e.g.

Seriation

The heights of children in the group provide a basis for some seriation activities. Individuals or groups of children may also work at arranging collected shells, sticks, stones or leaves, as well as ordering prepared graduated materials - tumblers, inset puzzles, etc. At this stage gross differences should characterize the objects to be arranged in series. Opportunities for children to hear and respond to superlatives - finding the "biggest", "smallest", or "tallest" in a series can be provided.

A record of some seriation activities may be developed. Actual objects - shells, stones, etc. - may be arranged and set in plaster. The teacher may sometimes make simple diagrams of children's arrangements. Suitable flowers may be collected, arranged in order of size, counted, and threaded on grass stems.

Estimation

Estimation may often precede simple counting activities. (Refer to previous suggestions on p. 75). For example, children may estimate how many dots are on each of a number of flash cards. After estimating, and sometimes recording estimates by the teacher, children actually count each group.

Discovery (cont.)

During activities to develop the idea of "tall", children may estimate which of two objects or people is taller before checking by direct comparison or other form of measurement.

Measurement

Measurement activities suggested previously, stressing measurement of height and the use of the term, "tall" (p. 76) can be continued.

In association with oral activities involving the language unit, "I can", each child may demonstrate how far he can jump. Children may measure the distance of one another's jumps, using coloured paper strips. The lengths of these strips may be compared. Each child's strip may be labelled appropriately, e.g.

I can jump as far as this. - Stephen

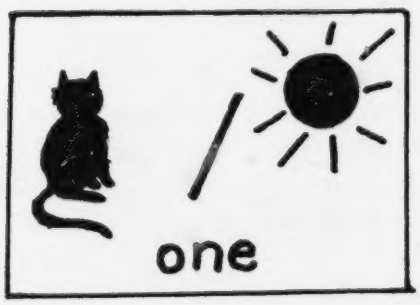
Number

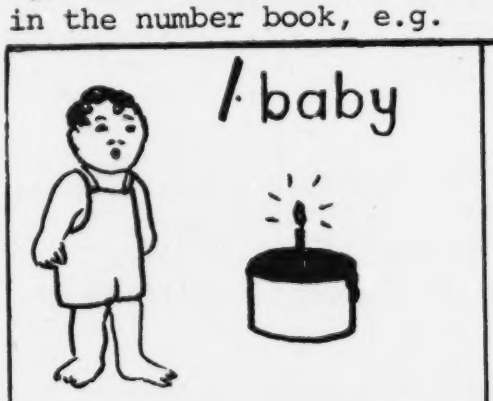
Continued number experiences using a wide variety of materials are essential. During some activities, particular attention may be paid to "1" or "2". For example, children may respond to a series of directions such as -

Get me two balls.
Hold up two pencils.
Draw two circles.
Find two leaves.
Put two dogs on the magnetic board.

In association with such experiences of concrete number, the teacher may write the numeral for children to see. Later, a child may find the appropriate number card and hold it up.

A series of number books, beginning with a book about "1", may be developed throughout the year. Children may be encouraged to "tell a story" about a particular number, e.g. "I have one nose". Some of the ideas contributed may be recorded in the number book, e.g.





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Discovery (cont.)

Much experience in counting concrete objects should be provided. In activities such as bead threading number play with rods or interlocking cubes, and pattern making with coloured shapes, children may either follow directions or tell about their own arrangements, e.g.

Put two red beads and one blue one.

I put three green ones.

Sometimes, an object in the room may be discussed in terms of number as well as other properties. For example, children may find that their tables have -

4 legs
1 top
4 corners on the top
4 sides on the top

This activity also provides opportunity to use the plural "s". Later children may work in small groups, each group investigating an object assigned to them. As they gain experience in the activity, they may report the results of both counting and measurement, as well as comment on physical characteristics of their item.

Children may participate in number games such as skittles. They may also count as they bounce or catch balls, skip with a rope, etc.

The song, "Three Jellyfish" ("This Little Puffin", p.110) may be introduced. Songs such as this and suitable number rhymes may be acted. In addition to the following rhymes, teachers may refer to the section on number in "This Little Puffin" (pp. 129-136).

Kangaroos

One little Joey,
He's a kangaroo.
Along came another one
And then there were two.

Two little kangaroos
Hopping to the tree.
Along came another one
And then there were three.

Three little kangaroos
Along came one more.
They're eating bits of grass
See, there are four.

Discovery (cont.)

Mangoes

Five ripe mangoes
On the tree I saw.
John threw a stone at one
And then there were four.

Four ripe mangoes
High up in the tree.
A possum ate the biggest one
And then there were three.

Three ripe mangoes
Not many, just a few.
A tall boy jumped to pull one down
And then there were two.

Two ripe mangoes
Now let's have some fun.
You climb up and pick one.
Now that leaves one.

One ripe mango
That's one for me.
Now no ripe mangoes
Are hanging on the tree.

As well as counting concrete objects, some rhythmic counting may be introduced. For example, the teacher may clap twice, counting "1, 2". The children imitate her actions, giving the next numbers in sequence - "3, 4". Actions and rhythms may be varied.

One to One Correspondence

Activities involving one to one correspondence should be continued (pp. 78-79). Children may determine whether the number in two groups is "the same" by two methods - matching and counting.

Sets

Children may construct sets as directed, name sets, and count the number of elements in sets. (Refer to previous suggestions on p. 79). Much informal experience in classification, e.g. sorting contents of the Treasure Box is essential. Language games which stress classification may also be played, e.g. "Picture Elimination" (pp. 29-30) and "Who am I?" (pp. 27-29).

Conservation

Activities suggested previously (pp. 78-80) can be continued.

Discovery (cont.)

Spatial Knowledge

Further experience in sorting shapes is valuable for children. The term, "square" could be introduced. Children may find all of the squares in their box of shapes. They may also locate objects in the Treasure Box or classroom which have a square shape. They might trace around shapes and make pictures by pasting coloured shapes.

Prepositional phrases may be used in activities with Henry. A jumping bean or other small toy from the Treasure Box may also be hidden during guessing games designed to give practice in the use of spatial terms, e.g.

"...under the biggest cup."

"...inside the blue box."

During outdoor activities, children may be given further experience with spatial terms. For example, they may crawl under a rope, jump over a puddle or through a hoop.

Action songs may also give practice in the use of such terms, e.g. *"Jack in the Box" (Folk Dancing Syllabus, pp.2 and 3)*, or *"Fingers Like to Wiggle" ("This Little Puffin", p.120)*.

"Tell Me" Time

A few minutes of each day devoted to "Tell Me" time (p. 80) will be profitable; sometimes the "Feel Bag" may provide the basis for "Tell Me" time.

SUGGESTED ACTIVITIES

BLOCK C - WEEKS 11 - 15

THEME: HOME AND FAMILY

Development of the theme, "Home and Family", draws upon experiences which are meaningful for all children. Previously, the program provided experiences designed to develop self concept, including an awareness of competence. Attention is now focused on the child's concept of himself within the social setting of his family.

This theme is considered to be particularly important, not only for the interest that it holds for the children, but because of opportunities which it provides for increasing the teacher's understanding of the child. This in turn may help develop closer relations between the teacher and the children's families.

Although parental involvement in the school is important throughout a child's school career, the theme offers opportunity for special emphasis at this stage. Initial informal contacts with parents can be followed by invitations to them to visit the school and watch the children at work.

Parents may sometimes contribute directly towards the development of school activities. Some parents may demonstrate and talk about their special skills or their occupations e.g. singing, playing musical instruments, dancing; work in post office, store, sawmill; operating a bulldozer, overhauling a truck engine, or making boats. This may involve excursions around the community by the class as well as visits to the school by parents.

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Home and Family					
Week	11	12	13	14	15
ORAL USE Listening to new units	I saw	she's she is	it's it is here's here is this is	that's that is	
Using new units	I went We went (noun) went	I saw	she's she is at home/ school, etc.	it's it is here's here is this is	REVISION
READING Language units	He's He is	a man	She's She is	at home	
Additional vocabulary	Daddy		Mummy		

(B) PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Recording sounds related to the theme of "Home and Family." Recordings made of children carrying out activities (e.g. sweeping, washing up, hammering, reading the paper, switching on the light, washing hands, etc.) may be supplemented by other recordings, e.g. baby crying, laughing, being bathed, etc.

Identifying "home" sounds from tape recordings or as produced by children in the classroom.

Relating sounds to particular members of the family.

Ascertaining similarity in sounds; producing a sound and discussing what else sounds like it. (Use the term "like").

Providing sound effects for stories, dramatization, etc., e.g. sound of rain, running feet, heavy walking, etc.

Listening to a sequence of sounds in context, without visual cues.

Relating the sequence of action, e.g. "You knocked on the door, opened it, walked to the table and sat down." Use tape recorded sequences and also actions performed by children or teacher while the group has eyes closed.

Finding the odd sound in a series out of context, e.g. sounds of housework with a jet plane; machinery noises with a kookaburra "laughing". Children may find "which one does not belong" and should be encouraged to talk about the reasons.

Vocal Sounds

Continuing activities which have been suggested previously, e.g. listening to stories and rhymes; saying rhymes and performing fingerplays; providing sound effects for stories and dramatization; discriminating between pairs of words presented orally.

The introduction of Tottie Turtle. Playing the game "Tottie Turtle likes...". Taking Tottie Turtle on a walk and starting her collection, and her book. Continuing activities with Henry, Susie Seasnake, and Mumma Moo.

Sorting objects in the "Treasure Box" in terms of initial sound, e.g. things for Tottie Turtle, Susie Seasnake, Henry and Mumma Moo.

Playing a listening game to find "Which word does not belong?", e.g. - sea, sock, bread, sun. Sheets of duplicated pictures may sometimes be used in this activity.

Playing a story completion game in which phonic clues are given, e.g. "Daddy caught some fish for our s..... (supper)."

Rhyme

Listening to, saying and dramatizing rhymes.

Finding the pictures whose names rhyme in a series of three pictures. The children name the pictures, listen again while the teacher says the names and find those that rhyme. Duplicated sheets of pictures may be used, the children joining the rhyming pair with a line, or putting a cross on the "wrong" one.

Creating simple rhymes, e.g. number rhymes starting 1, 2, 3.

Nominating the rhyming words in known rhymes. The first rhyming word in a couplet is given and the children are asked which one sounds like it, e.g. "Jill" in "Jack and Jill went up the...".

Introducing the word "rhyme".

(ii) Visual Skills

Tachistoscopic Program

Matching single shapes and sequences of shapes from Set A is continued. During each session, the children should be required to match a few of the single shapes at the fastest speed at which they are successful.

Unfamiliar shapes (Set B) are introduced for matching. Particular attention should be given to the correct orientation of the children's cards.

Other Training Activities

Continuing experience with activities introduced previously, with appropriate increase in level of difficulty by requiring finer discriminations.

SUGGESTED DAILY PROGRAM - WEEK 11

MORNING TALK	LANGUAGE		
DAY 1 Henry Birthdays, ages (p. 139) Colour of the day Talk - families Caption picture (p. 184) News and chart Attendance (pp. 102, 163)	ORAL "I'm", "he's" 1. Talk about Daddies 2. Role playing - children suggest activities for mime, etc. 3. Picture talk about Daddy. Caption - "I'm Daddy."	READING "Daddy" 1. Tell Daddy's story orally - "I'm Daddy", then make it in writing on magnetic board 2. Practice constructing and reading sentences	WRITING 1. Write or trace "I'm Daddy". Draw a picture of Daddy 2. Read story to teacher then select puzzles, books, telephones, etc.
DAY 2 Henry Birthdays, ages Colour of the day Talk - What I saw at the show, etc. Caption picture News and chart Attendance "Tell Me" Time (p. 80)	1. Missing Words (p. 167) 2. Talk about Daddy 3. Begin experience book about Daddy (pp. 184-185) 4. Rhythmic activities - "He's chopping wood." etc. (p. 180)	1. Manipulation of language units 2. Recognition activities (pp. 114-115, 182-183) 3. Group activities e.g. C - practice reading with teacher; reading of "take-home" cards (p. 189)	1. A, B - worksheets. 2. Free activity - puzzles, books, writing on blackboard, etc. 3. A, B - individual reading to the teacher of "take-home" cards

DAY 3 Henry, birthdays Colour of the day Talk - "Where I went" (pp. 162-163) Caption picture News and chart Attendance "Tell Me" Time	"he's", "he is" 1. Listening to, saying rhymes - "he's", "he is", "went", etc. (pp. 108, 175-176) 2. "Where Did They Go?" (pp. 166-167) 3. Rhythmic activities - "He's jumping" etc.	"He's" 1. Tell story, e.g. "He's jumping" orally, then in writing (p. 181) 2. Teacher writes on chart sentences formed. Children re-"read" 3. "Read" - "Big Brother"	Visual discrimination worksheets - children find and trace occurrences of given word, e.g. "Daddy" (p. 133)
DAY 4 Birthdays, ages Colour of the day Talk - family theme Caption picture e.g. "Look at Daddy. He's..." Re-"read" captions News and chart	1. "Where is Henry Hiding?" (p. 104) 2. Picture talk using sequence, e.g. folding book (p. 232) 3. Caption each picture and "read" story	1. "Read" and add to Daddy's book. 2. Manipulation of units (pp. 181-182) 3. Group activities B - recognition games, "read" - "Big Brother"	1. A, C - children read worksheet then trace or copy writing e.g. "Look at Daddy. He's running." 2. Free activity
DAY 5 Henry, birthdays, ages Colour of the day "Secret message" (p. 116) Talk Captions News and chart	"he's", "he is" 1. Look at animal and describe - "He's..." (p. 162) 2. Mime - "What's he doing?" - "He's..." (pp. 104-105) 3. Rhythmic activities - "He's...", "He is..." (pp. 112-113)	"He's", "He is" 1. Manipulation of language units (p. 181) 2. Practice reading (p. 188) 3. Recognition activities - matching, "picking", etc. (p. 183)	Children make patterns or write using various materials - finger paints, sand, blackboard, plasticine in tray, etc. (p. 190)

SUGGESTED DAILY PROGRAM - WEEK 11

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, acting and listening to rhymes 2. Introduce Tottie Turtle Children introduce themselves- "I'm..." (p. 192) 3. Play game, "Tottie Turtle likes..." 4. Start Tottie's collection	1. "Feel Bag" activity (p. 198) 2. "Tell Me" Time 3. Counting activities 4. Estimate number of balls in Feel Bag - 0, 1, 2 or 3 5. Estimate how many fit into various containers Teacher records guesses 6. Children carry out activity	Music 1. Listening to and making music 2. New song 3. Familiar songs 4. Movement to music
DAY 2 Visual 1. Tachistoscopic - introduce unfamiliar shapes (Set B) (p. 197) 2. Tachistoscopic - match single slides 3. Visual discrepancy - find what's wrong (p. 68)	1. Counting activities 2. Act out number rhyme, e.g. "Six Little Ducks" 3. Study of "3" - concrete objects or actions - 3 girls, 3 jumps, etc. 4. Write "3" Draw 3 things 5. Children put 3 things into each of a series of containers e.g. beads into matchboxes	Craft "3" activity e.g. children make egg carton caterpillars with 3 humps. Number Book Begin class book about "3" (p.199) Story e.g. "Patrick Will Grow"

DAY 3 Auditory 1. Saying, listening to rhymes 2. Dramatizing rhymes, e.g. "Jack and Jill" 3. Puppet games 4. Start Tottie's book 5. Story with sound effects (p. 126)	Shopping Activity 1. Naming, counting items for store. 2. Money - handle and talk about coins 3. Role playing- at the store 4. Game - "Mummy Went to the Store" (p. 166)	Music 1. Identifying and producing sounds - shaker, piano etc. 2. New song 3. Sing and act out familiar songs
DAY 4 Visual Tachistoscopic 1. Match single slides (Set A) 2. Match slide sequences	1. Counting activities 2. One to one correspondence e.g. boys and chairs 3. Seriation - group activities 4. "Tell Me" Time	Art 1. Painting or drawing Daddy 2. Teacher writes each child's story on his picture
DAY 5 Auditory 1. Saying, acting and listening to rhymes 2. Auditory discrimination (p. 125) 3. Imitating sounds (pp. 125-126) 4. Puppet activities	1. Group sorting activities 2. Talk about groups - colour, shape, size, number 3. Find and discuss square and circular shaped objects 4. Tracing around shapes	Outdoor Activities 1. Rhythmic activities using spatial terms, e.g. "I'm jumping over..." 2. Races - ordinal terms ("first" etc.) and superlatives ("fastest" etc.) 3. Game

SUGGESTED DAILY PROGRAM - WEEK 12

MORNING TALK	LANGUAGE		
	ORAL "she's", "she is"	READING	WRITING
DAY 1 Henry Birthdays, ages (p. 163) Colour of the day Talk about family picture - caption (p. 184) News and chart "Tell Me" Time Attendance (p. 163)	1. Talk about family pictures, e.g. slides (p. 165) 2. Talk about Mummy 3. "Who is he/she?" - describe children in the group (p. 171) 4. Listen to rhyme - family theme (e.g. pp. 172, 174)	1. Re-"read" captions 2. Manipulation of language units 3. Recognition games (pp. 181-182) 4. Group activities A - practice reading with teacher	1. B, C - worksheets 2. Free activity - puzzles, books, writing on blackboard, in plasticine tray, etc.
DAY 2 Henry Birthdays, ages Colour of the day "Secret message" (p. 116) Talk - "What I saw on T.V." etc. Captions News and chart Attendance (p. 163)	"I saw", "he's", "he is" 1. "Peep-hole" (p. 171) 2. "Who is he?" - using picture, describe Daddy (p.171) 3. Rhythmic activities - children suggest action for Daddy, e.g. "He's chopping wood" (p.180)	"a man" 1. Discuss Daddy, eliciting statement "He's a man." 2. Invite child to "tell the story in writing." 3. Practice in constructing and "reading" the sentence	1. Trace or copy sentence on worksheet - "He's a man." 2. Draw picture and read story to teacher and to other children

DAY 3 "Where is Henry Hiding?" (pp. 32-33) "Here's Henry" (p. 168) Colour of the day "What's different?" Talk Captions (p. 184) News and chart "Tell Me" Time	"this is", "it's" etc. 1. Verbal labelling - household objects (p. 163) 2. Sequences (p. 168) 3. Parts of my body (p.169) 4. Assemble figure on magnetic board (p. 169)	1. Word recognition activities (pp. 182-183) 2. Manipulation of language units 3. Group activities C - manipulation, practice reading with teacher	A, B - writing worksheets, writing on blackboard, in plasticine, etc. (p. 190)
DAY 4 Henry, birthdays, etc. "Peep-hole" (p. 186) - label box Colour of the day Talk Captions News and chart	"this is", "he's", "she's" 1. Verbal labelling 2. Picture talk - family theme - "he's", "she's", etc. (p.165) 3. "Who is she?" (p.171)	1. Manipulation of language units (pp. 181-182) 2. Personal books (p.184) 3. Free activity - children select books, puzzles, etc.	
DAY 5 Henry, birthdays Colour of the day Talk - family theme Captions News and chart Attendance "Tell Me" Time	1. "What is it?" - describe object from Treasure Box (p. 169) 2. "What is it?" cards (p. 170) 3. Mime, rhythmic activities - "He's ..." etc.	1. Manipulation of language units 2. Sentence matching, etc. (p.183) 3. Folding book - storytelling, captioning, reading (pp. 185-186)	Worksheets - e.g. read then trace or copy sentence

SUGGESTED DAILY PROGRAM - WEEK 12

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to and dramatizing rhymes 2. Completing rhymes (p. 195) 3. Rhythm game - repeating patterns (p. 125) 4. Puppet games, books	1. Counting activities (stress plural "s") 2. Classification into 2 groups of "things that go together", using actual objects or pictures on magnetic board. 3. Children try to explain their groupings	Music 1. Listen and describe sounds (p. 164) 2. Movement to music 3. Responding to auditory cues (p. 125) 4. Singing - include "family" song, e.g. "What is Daddy/ Mummy Doing?" (pp.176-177)
DAY 2 Visual 1. Tachistoscopic - match single slides (Set B) 2. Visual discrepancy - find what's wrong (p. 68) 3. Visual discrimination, e.g. matching, using strip books (p. 132)	1. Rhythmic counting 2. Counting concrete objects Teacher writes numbers 3. Children respond to numerals, e.g. "...this many shells, jumps" etc. 4. One to one correspondence e.g. jars and lids (pp. 140, 78-79) 5. Number games and action songs (pp. 139-140)	Art 1. Discuss "things I like doing at home." 2. Children draw or paint 3. Teacher writes each child's story Story Select "family" story (pp. 178-180)

DAY 3 Auditory 1. Saying, listening to rhymes 2. Listening, identifying sounds (p. 191) 3. Puppet games 4. Story with sound effects (p. 126)	1. Group activities e.g. a. Classification - using Treasure Box and sorting boxes (pp. 199-200) b. Seriation and counting - shells, leaves, rods etc. c. Measurement of length (p.201) d. Measurement of volume - using sand, various containers (pp. 201, 206) 2. Visual association - worksheet (pp. 134, 168)	Cutting and Pasting 1. Children find and cut out from magazines pictures of men 2. Pictures are discussed, organized and captioned to form book (p. 185) 3. Children "read" book
DAY 4 Visual 1. Tachistoscopic - match single slides (Set B) 2. Visual discrimination e.g. "Which two are the same?" (p. 133) 3. Visual discrepancy - find what's wrong (p. 68)	1. Tasting good samples - "This is sweet." "It's sticky" etc.(p.164) 2. "Tell Me" Time e.g. "...that is sweet " 3. Experience reading record of activity	Health 1. Verbal labelling - actual items of food and other objects e.g. "This is a carrot." 2. Classification - "food" "This is cheese." "It's food." 3. Discuss "food that makes us grow strong "
DAY 5 Auditory 1. Listening to, saying rhymes 2. Auditory discrimination (p.192) 3. Household sounds - record children involved in activities (p. 191) 4. Listen to sound sequence, relate action (p. 191)	1. Rhythmic counting 2. Counting concrete objects Teacher writes number (pp. 202-203) 3. Children respond to numerals, e.g. "...this many flowers." etc. 4. Number games, action songs or rhymes (pp. 201-202, 139-140)	Music 1. Listening to and making music 2. New song - children suggest actions (pp. 177-178) 3. Familiar songs 4. Movement to music

SUGGESTED DAILY PROGRAM - WEEK 13

MORNING TALK	LANGUAGE		
DAY 1 "Where is Henry Hiding?" "Here's Henry" (p. 168) Colour of the day "What's different?" Talk Captions (p. 184) News and chart "Peep-hole" (p. 186) "Tell Me" Time	ORAL "she's", "she is" 1. Talk about picture of Mummy 2. "Who is she?", using picture (p.171) 3. "Who is she?" - girls, puppets, in class (p. 171) 4. Rhythmic activities - "She's sweeping" etc.	READING 1. Re-"read" captions 2. Manipulation of language units 3. Recognition games 4. Group activities B - manipulation, practice reading with teacher	WRITING 1. A, C - worksheets 2. Free activity - puzzles, books, writi writing in plasticine, on blackboard, etc.
DAY 2 Henry Birthdays, age, attendance, etc. Colour of the day Talk about picture of Mummy or Granny - caption using "She's ..." Re-"read" captions News and chart "Secret message" (p.116) "Tell Me" Time	1. "What is it?" - describe object from Treasure Box (p.169) 2. Listen to rhyme - family theme, use of "she's" (pp. 37, 109, 172-174) 3. Rhythmic activities - "I'm...", "He's...", "She's..." (p. 180)	"She's" 1. Tell story, e.g. "She's running" orally, then in writing 2. As children construct sentences on magnetic board and read. teacher records sentences on chart 3. Re-"read" sentences	1. Worksheets - children read, then trace or copy sentence beginning with "She's" 2. Free activity

DAY 3 Henry (p. 168) Colour of the day Talk, captions News and chart "Introductions" - pretend visitor - "I'm...", "This is..." (p. 166) "Tell Me" Time	1. Parts of the body (p. 169) 2. Missing Words (p. 167) 3. Rhythmic activities "I'm...", "He's...", "She's..." etc. (p.180)	1. Manipulation of language units 2. Recognition activities (pp. 181-182) 3. Practice reading chart or duplicated sheet - "She's..." (p. 188) 4. A - practice reading with teacher	1. B, C - Trace or copy short sentence e.g. "She's little." 2. Draw picture 3. Free activity
DAY 4 Henry Birthdays, ages, attendance, etc. Talk about babies Caption picture of baby with Mummy or Granny("She's"/"She is...") "What's different?"- discrepancy (p.198) "Tell Me" Time	1. Role playing - family theme 2. Shopping activity 3. Game - "Mummy Went to the Store" (p. 166)	"Mummy" 1. After discussing picture of Mummy, caption - "Look at Mummy. She's..." 2. Manipulation of language units	1. Write "Mummy" Draw her picture 2. Free activity
DAY 5 Henry Colour of the day Talk - family theme Captions News and chart "Peep-hole" "Tell Me" Time	1. Talk about Mummy 2. Begin experience book about Mummy (pp. 184-185) 3. Rhythmic activities - stress rhythmic differences between "She's", "She is" (p. 180)	"She's", "She is" 1. Using pictures, tell story orally, then in writing e.g. "She's big" "She is a girl" (p. 252) 2. Matching activities using "She's" and "She is" (p. 183) 3. C - practice with teacher	1. A, B - writing, visual discrimination worksheets e.g. (p. 133) 2. Free activity - puzzles, books, writing in plasticine etc.

SUGGESTED DAILY PROGRAM - WEEK 13

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Rhymes 2. Auditory discrimination word pairs (p. 191) 3. Puppet games 4. Phonic story completion (p.192) 5. Phonic game - "Which word does not belong?" (p. 192)	1. Counting activities - concrete objects, number pictures (pp. 201-203) 2. Labelling shapes e.g. "This is a circle" (p. 164) 3. Sequences of shapes (p. 168) 4. Sort geometric shapes - count squares, circles 5. One to one correspondence e.g. circles and squares (p. 205)	Art Modelling in plasticine e.g. a man Story 1. Listening to a story which stresses the language unit, "she's", "she is" (p. 178) 2. Talking about the story
DAY 2 Visual 1. Tachistoscopic - match single slides (Set A) 2. Tachistoscopic - match sequences of animals (p. 196) 3. Visual discrepancy - find what's wrong (p. 68)	1. Estimation - how many little bottles to fill big one (pp. 201, 205-206) 2. Teacher writes estimates 3. Children carry out activity-check guesses 4. Conservation - experiences in filling containers of different size, shape Use terms "more", "same" (p. 206)	Music 1. Listening to and describing sounds (p. 164) 2. Movement to music 3. New song (pp. 177-178) 4. Familiar songs with actions

DAY 3 Auditory 1. Saying, listening to dramatizing rhymes 2. Rhyming pictures (pp. 129-131) 3. Nominate rhyming words in familiar rhymes (p. 196) 4. Worksheet - "Which two rhyme?" (p. 196)	1. Counting activities 2. Measurement - height - use terms "tall", "short" and comparatives 3. Family picture - discuss who is "tall", "short" etc. Ask who's the "tallest", "shortest" etc. in children's families 4. Visual association worksheet (pp. 134, 168)	Story Listening to a story which stresses spatial terms e.g. "Rosie's Walk" (p. 207)
DAY 4 Visual 1. Visual discrimination (p. 197) 2. Tachistoscopic - match single slides (Set B)	1. "Feel Bag" matching game (p.198) 2. Naming shapes, sequences (pp. 164, 168) 3. copying shape sequences e.g. on magnetic board (p.206) 4. Kim's Game - using shapes 5. Sorting and counting shapes (p. 207) 6. "I Spy" - using shapes, colour, or size clues (p. 170)	Art Picture making using coloured paper strips
DAY 5 Auditory 1. Rhymes 2. Puppet games 3. Phonic story completion (p.192) 4. "Which word does not belong?"- phonic game (p. 192) 5. Listening and relating action (p. 191)	1. Counting activities - rhythmic counting, counting concrete objects, recognition of numerals- 1,2 2. Number song or action rhyme 3. Add page to a class number book (p. 138) 4. "Hidden Pictures" - find objects and count (p. 197)	Outdoor Activities 1. Games involving spatial terms ("jump over", "crawl under", "hop through",etc.) 2. Rhythmic activities 3. Singing

SUGGESTED DAILY PROGRAM - WEEK 14

MORNING TALK	LANGUAGE		
DAY 1	ORAL	READING	WRITING
Henry Birthdays, ages, attendance etc. Colour of the day Talk Captions News and chart "What's different?" - discrepancy (p. 198) "Tell Me" Time	1. "What is it?" (pp. 169-170) 2. Listening to and saying rhymes - "He's...", "She's ..." etc. (pp.108-109, 171-172) 3. Mime, rhythmic activities - "She's sweeping", "She is writing" etc. (p.180) 4. Action song - "What is Mummy/Daddy doing here?" (p. 177)	1. "Read" and add to Mummy's book (pp. 184-185) 2. Group activities - manipulation of units; matching and "reading" sentence strips; writing on worksheets, black-board or in plasticine	
DAY 2 Henry Birthdays, ages, attendance, etc. Colour of the day Talk - what I saw e.g. in town (p. 162) Captions (p. 184) News and chart "Peep-hole"(p. 171) "Tell Me" Time	1. Picture talk - family theme 2. "Who is she?" - using picture (p. 171) 3. Rhythmic activities (p. 180)	1. Recognition activities (pp. 182-183) 2. Practice reading - captions, chart or books (pp. 188-190) 3. Group activities - one group manipulates units with teacher	1. Worksheets e.g. discrimination (pp. 133, 183) 2. Free activity - looking at books; tracing, writing on blackboard or using cards (p. 122); puzzles etc.

DAY 3 Henry Birthdays, ages, attendance, etc. Colour of the day Pretend visitor - "I'm...", "This is..." etc. (p.166) Talk Captions News and chart "Secret message" (p.116) "Tell Me" Time	1. "What is it?" - describe object from Treasure Box 2. "I Spy" (p. 170) 3. Rhythmic activities "I'm...", "He's...", "She's..." etc.	1. Re-"read" experience books or charts 2. Recognition activities (pp. 182-183) 3. Group activities - manipulation of language units; matching and "reading" sentence strips; writing on blackboard, worksheets, in plasticine etc.	1. During group work some children write on worksheets, blackboard or in plasticine 2. Free activity - puzzles etc.
DAY 4 Henry Birthdays, ages, attendance, etc. Talk - "What I do at home." Caption picture, re-"read" captions News and chart "What's different?"	"at home" 1. Role playing, e.g. Daddy - at work/ at home Mummy - at home/ at the store, etc. 2. Missing words, using pictures, e.g. "Look at Mummy. She's..." (at the store)	"at home" 1. Story-telling - orally then in writing, e.g. "She's/He's at home." 2. Recognition activities - matching, "Picking" etc.	1. Worksheets - trace or copy short sentence, e.g. "Look at Mummy. She's at home." 2. Draw Mummy at home.
DAY 5 Henry Birthdays, ages, attendance, etc. Colour of the day Talk, captions News and chart "Peep-hole" "Tell Me" Time	1. Verbal labelling (p. 163) 2. Sequences (p.168) 3. Parts of the body (p.169) 4. Sorting things that you would find "at home" or "at school"	1. Manipulation of language units 2. Practice reading e.g. "Who am I?" (p.189)	1. Add to personal books, e.g. "Look at me. I'm at home." 2. Free activity - puzzles, books

SUGGESTED DAILY PROGRAM - WEEK 14

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to, dramatizing rhymes 2. Puppet games 3. Rhyming pictures (pp.129-130) 4. Phonic story completion (p.192) 5. Worksheet - "Which two rhyme?" (p. 196)	1. Counting activities 2. Comparison of size - find which is "bigger"/"smaller"/ "shorter" etc. Encourage children to use comparatives (pp. 199-200) 3. Children tell which of two nominated objects is "bigger"/ "smaller", e.g. a dog or a truck (p. 200) 4. Estimating which of two widely differing lengths e.g. of rope is "longer", "shorter" 5. Check by direct comparison	Story and Drama 1. Dramatization of familiar story 2. Listening to a new story (pp. 178-180) 3. Singing and acting - song related to the story
DAY 2 Visual 1. Tachistoscopic - matching single slides (Set A) 2. Tachistoscopic - matching slide sequences (Set A) 3. Tachistoscopic - matching single slides (Set B) 4. Worksheets - "Which one is different?" (pp. 197, 67)	1. Rhythmic counting 2. Counting concrete objects - teacher sometimes writes the number 3. Acting number rhymes or songs (e.g. pp. 201-202) 4. Number pictures - children count objects, teacher writes numerals and displays (p. 203) 5. Individual and group activities - sorting; arranging counters in number groups - 3's; bead threading; number posting boxes (p.204); number worksheets (e.g. p.203) etc.	Art Children make picture of Mummy or Daddy by cutting and pasting coloured strips

DAY 3 Auditory 1. Saying, listening to rhymes 2. Puppet games 3. Plurals activity (p. 32) 4. Completing, inventing rhyming couplets (p. 195)	1. Estimation, e.g. how many jars of sand to fill bucket (pp. 201, 205-206) 2. Children carry out activities after estimating 3. Number worksheets (e.g. p. 203)	Excursion (p.164) Colour walk - children collect items of various colours for pasting into folding book (pp. 185-186) for captioning e.g. "We saw some blue flowers". "We saw..."
DAY 4 Visual 1. Tachistoscopic - matching single slides (Set B) 2. Visual discrimination worksheets, e.g. "Which one is different?" (p. 197)	1. One to one correspondence using magnetized figures (p. 205) 2. Conservation of number - after matching, spread out one group and discuss (p. 205) 3. Naming shapes (p. 164) 4. Matching squares with as many circles (p. 206)	Music 1. Identifying instrument used by a child out of sight of others. 2. Singing familiar songs 3. New song 4. Action song Art Picture making and writing using finger paints
DAY 5 Auditory 1. Rhymes 2. Identifying sounds, sound sequences (p. 191) 3. "Which Sound Does Not Belong?" (p. 191) 4. Auditory discrimination - word pairs (p. 191) 5. Phonic story completion (p. 192)	Group Activities Classification (p. 199) Seriation - arranging tumblers, rods, shells, family figures, etc. (p. 200) Measurement (p. 201) Number activities, e.g. grouping counters, shells, etc. into 2's or 3's; using posting boxes (p. 204); free play with rods, cubes etc.	Outdoor Activities 1. Rhythmic activities with percussion accompaniment 2. Ball games 3. Number game e.g. skittles 4. Game involving spatial terms e.g. "The Cat and the Mouse" ("Let him come under/over etc.")

BLOCK C

1. ORAL USE OF LANGUAGE UNITS

(a) Listening Experience

Through his or her own language, the teacher provides listening experience in the use of new language units as well as those introduced previously. Tapes of the children using standard structures also have value in providing further listening experience. (Refer to p.101).

A second listening tape (L2) with its accompanying book may be used to provide individual listening experience.

(b) Informal Discussion

Talking about Families

As the theme is developed, children may talk about members of their families. The units "she's" and "she is" may be practised as discussion is focused on mothers or grandmothers.

The role of grandmother tends to be a very important one in Aboriginal communities. In some cases, children use the same term to refer to both mother and grandmother e.g. *"mumma" or "mummy"*. Children sometimes use the first name of adult relatives as a term of address, but use a kinship term when referring to these relatives e.g. *"Bessie"* when addressing mother, *"my mumma"* or *"my mummy"* when speaking about her. A kinship term rather than a first name would be more usual in addressing grandmothers. The terms *"nanna"*, *"mumma"*, *"mummy"* and *"grandma"* are among those applied to grandmothers.

Morning Talks

Each morning, children may display and talk about items which they have brought. Many children may contribute to such discussions, e.g.

"This is a spider."

"He's a big one."

"It's hairy."

To provide experience in the use of "I went" and "I saw", teachers may stimulate discussion about past events. Children may discuss where they went during the holidays, or last night, or what they saw at Butler Bay, and the Murgon Show, in town, or on T.V. When a nonstandard past tense is used, teachers may unobtrusively introduce the standard form, e.g.

Informal Discussion (cont.)

Ashley: *I bin go town.*

Teacher: *You went to town?*
Let's all say it.
Ashley went to town.

All: *Ashley went to town.*

During news sessions, teachers may record in writing any usage by the children of newly introduced units. This serves both to reinforce the speaker's usage of the standard structure, and to influence those children who less frequently produce the standard form.

Birthdays, Ages, Attendance

As suggested previously (pp. 21-22, 102), discussion about attendance, age, etc. may provide practice in the use of "she's", "he's" and "I'm", e.g.

"She's six."

"She's at the hospital."

Verbal Labelling

Children may provide labels for objects or classes of objects. During sorting activities, children may find and talk about "things that Mummy uses for cooking." Use of sentences during these activities should be encouraged e.g.

"This is a spoon."

"This is a frying pan."

Questioning by the teacher may sometimes offer opportunity for children to use language patterns being practised, e.g.

Teacher: *Is this a toy?*

Children: *Yes, it's a toy.*

Observations about size, colour, and shape may occur during various activities. The units, "this is", "that's", "it's" etc. could be used e.g.

"It's a little one."

"This is the biggest shell."

"She's the tallest girl."

"That's red."

Informal Discussion (cont.)

When nonstandard language patterns are used, the teacher may provide listening experience with the corresponding standard form, e.g.

Child: *This a square.*

Teacher: *Yes, this is a square. Let's all say it.*

All: *This is a square.*

In addition to size, colour and shape, children may list other characteristics of materials or of experiences of sound, smell, taste and touch. Listening, tasting, and touching activities may stimulate comments such as the following -

"It's loud."

"It's like a tractor."

"It's sweet."

"This is hard."

Brief excursions, during which children collect or notice particular types of objects, may provide practice in the use of "this is", "here's", "it's", etc. Children may look for - things that you can ride in; things that go fast; animals; animals that have four legs; things that are smooth, heavy, round. Objects collected during these activities can later be used in seriation activities e.g. shells, stones of various colours, flowers, seeds, and leaves. As items are located, children may be encouraged to talk about them, e.g.

"Here's one."

"This is square."

"It's heavy."

After returning from an excursion, children may sometimes recall what they saw, e.g.

"I saw a red letter box."

"I saw some red flowers."

Informal Discussion (cont.)

Art

Children may be encouraged to talk about their drawings, paintings or other productions. Mummy, Granny, Tottie Turtle, or other female persons or characters may be the subjects for art work, providing practice in the use of "she's" and "she is", e.g.

"That's my Mummy.
She's holding the baby."

(c) Picture Talks

Pictures relating to the "family" theme may include photographs of Aboriginal families. Such pictures allow a child to project his own social experiences more readily. Suitable pictures may be discussed, captioned, then left on display.

To provide practice in the use of "she's" and "she is", pictures featuring mothers or grandmothers may be selected. As well as "family" pictures, others in which women and girls are well represented may be provided for picture talks.

(d) Language Games

Language games suggested previously may be continued, particularly those that give practice in the use of "he's" and "he is". In the current theme, "Mummy" and "Daddy" may be chosen as central figures in mime and dramatization. (Refer to pp. 104-105).

Drama
(Language units: he's, he is, she's, she is, I'm, I am)

As the theme is developed, all children may be given opportunity to act as mothers and fathers, using clothes from the "dressing-up" box as well as other available props. Statements both from and about the characters may be encouraged, e.g.

"He's a Daddy.
He's going to work."
"I'm driving a truck."
"She's bathing the baby."

Language Games (cont.)

Telephone Conversations
(Language unit: this is)

As they use telephones children may be encouraged to introduce themselves, e.g.

"Hello, this is Dorothea."

Introductions
(Language units: this is, I'm)

This game, introduced previously to give practice in the use of "I'm" (p. 26) may be extended to provide experience with the unit, "this is". A child may introduce several of his friends to a newcomer, e.g. to Tottie Turtle.

"Hello, Tottie Turtle.
I'm Craig and this is Darren.
This is Lucas and this is Nat.
That's Clayton over there."

"Mummy Went to the Store"
(Language: use of "went")

The game, "Mummy Went to the Store", may follow role playing and shopping activities. Children take turns to nominate Mummy's purchases, e.g.

"Mummy went to the store and she bought sugar."

The next child repeats the sentence given by the first player and adds a second purchase, e.g.

"Mummy went to the store and she bought sugar and bread."

Played as a memory game, this activity may be too difficult at this stage: Instead of memorizing the series of purchases, actual objects may be selected and handed to "Mummy".

"Where Did They Go?"
(Language: use of "went")

The class may attempt to recall reported holiday activities. (Refer to pp.162-163), e.g.

Language Games (cont.)

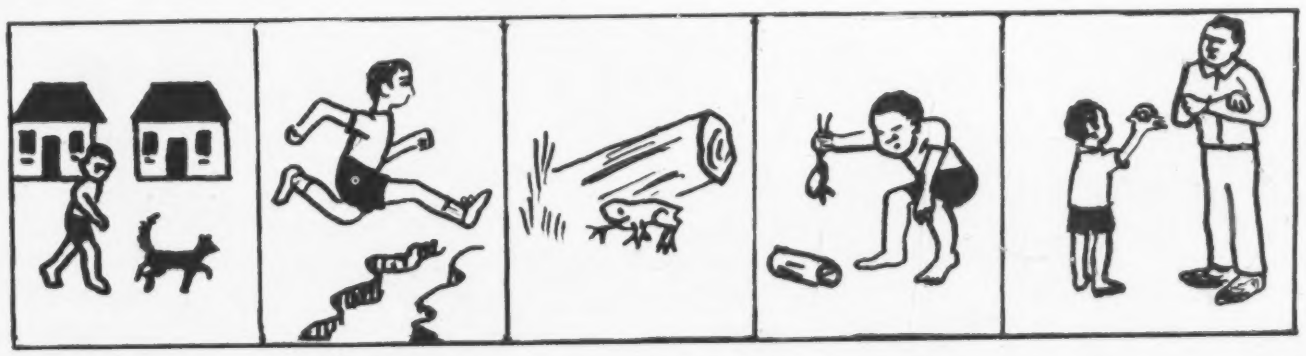
"Ashley went to town.
Fiona went to Bamboo Creek.
Nellie went to the farm.
Christine went to the hospital."

Missing Words
(Language units: I saw, I went)

Listening experience in the use of new language units may be provided as children complete sentences, e.g.

"I saw some fish swimming in the _____."
"I saw a bird's nest up in a _____."
"I saw 'Big Bird' on _____."
"I saw the doctor when I went to the _____."
"I saw some pigs when I went to the _____."
"I saw a clown when I went to the _____."
"I saw a boat when I went to the _____."

Children may also supply words as a connected story is developed. In this activity, pictures, particularly picture sequences, may be used. The reading convention of left-to-right progression may thus be emphasized as language practice is given e.g.



"One day a little boy went .....
He came to a big puddle in the middle of the road
so he jumped .....
As he went along, he saw something hiding.
It was hiding ....." etc.

BLOCK C

Language Games (cont.)

"Here's Henry"
(Language unit: here's)

Henry's collection may be reviewed at this stage. Children can name the things that Henry likes as one child holds up items in turn.

Statements such as the following can then be made:

"Here's Henry."
"Here's his house."
"Here's his hanky."
"Here's his hat."
"Here's his horse."

Similar statements can be made about other puppets and their collections.

Sequences

Each item in a linear arrangement of objects or pictures can be named proceeding from left to right. Thereafter the whole sequence might be labelled e.g.

"This is a kettle.
This is a plate.
This is a mixer."

Similarly, in visual association activities, before children decide which two objects "go together", each item may be named.

Parts
(Language unit: this is)

Children may be asked to name the parts of common objects particularly those associated with the home. (Use actual objects rather than pictures whenever possible) When labels have been provided by the children, these may be reviewed. The following statements might arise from an activity involving a kettle:

"This is the handle.
This is the lid.
These are the sides.
This is the spout."

Language Games (cont.)

Parts of the Body
(Language unit: this is)

Naming parts of the body may also provide language practice. After various parts have been named, children may imitate a leader's actions as he points to parts of his body. As they do so, the children name the parts e.g.

"This is my hair.
This is my nose.
These are my eyes.
This is my mouth."

Assembling on the magnetic board a cardboard figure of a person or completing a jig-saw man provides opportunities for extending this activity.

"What is it?"
(Language unit: it's, it is)

Many of the guessing games suggested previously may be modified to give practice in the new language units.

"What is it?" is a modification of "What am I?" (Refer to pp.27-28). The leader thinks of an object and gives clues to the group, using the language unit "it's", e.g.

"It's small.
It's round.
It's made of rubber.
You play with it.
What is it?"

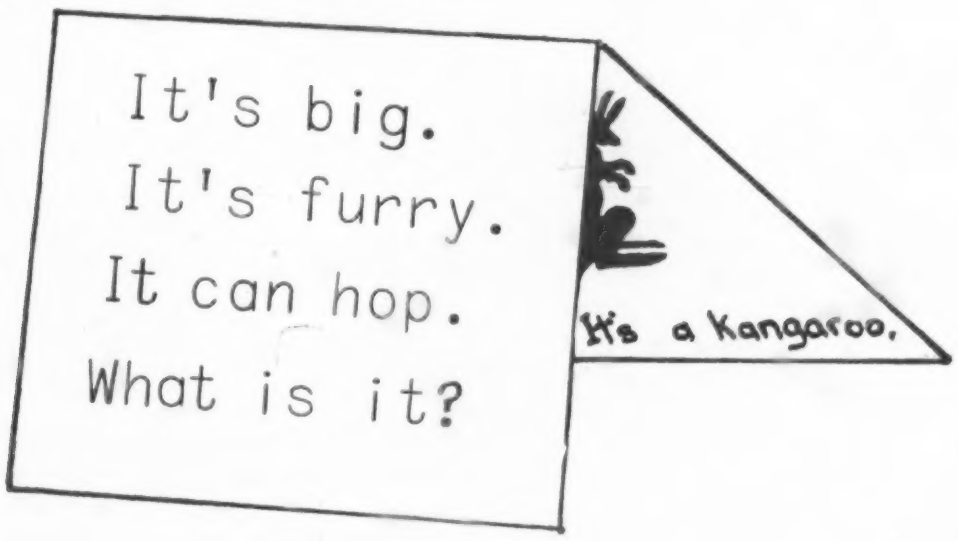
Sometimes, an object from the Treasure Box may be used. A child leader conceals the object and gives clues. Children are encouraged to use sentence forms when giving clues or guessing, e.g.

Child Leader: *It's hard.*
It's blue.
It's made of plastic ....

Child 2: *I think it's a cup.*

Language Games (cont.)

"What is it?" cards may be prepared for guessing games. As the children watch and listen, the teacher reads aloud the clues. After guessing, the answer illustrated inside the card, is revealed. As cards become familiar, children may assist the teacher to "read" the clues. (Refer to pp.28-29), e.g.



"I Spy"
(Language units: that is, it's)

"I Spy" is another guessing game which provides practice in the use of specified language units, particularly "that is" and "it's". Although, at this stage, children are not expected to use the inverted question form "is it...?", some listening experience may be given incidentally, e.g.

Child Leader:	*I spy with my little eye, something that is round.*
Child 1:	*It's a ball?*
Leader:	*No, it's not a ball.*
Child 2:	*It a plate.*
Teacher:	*Darwin thinks it's a plate. Is it a plate?*

Language Games (cont.)

"Who is he?"; "Who is she?"
(Language units: he's, he is, she's, she is, it's, it is)

The teacher or a child may describe a member of the group. The children try to identify the member being described, e.g.

"She's a girl.
She's taller than Denise.
She's wearing a blue dress"...

Children may be encouraged to use sentence forms when guessing, e.g.

"I think it's Berta."

Family pictures may be used in this guessing game. Children look at a picture and listen to clues while they attempt to identify the character being described. After some oral practice with the new unit "she's", children may begin to act as leaders in this activity, producing language such as:

"She's tall.
She's pretty.
She's wearing a blue dress.
Her hair is long.
She's coming home from the store."

"Peep-hole"
(Language unit: I saw)

A peep-hole is cut in each end of a box in which an object or picture is placed. The box may be appropriately labelled, e.g. *"Look at this."* Each child has a peep. The children then discuss what was in the box, using "I saw".

A similar activity involves the use of cardboard with a hole in it placed over a pane of the window. (Refer also to Experience Reading, p. 186).

(e) Poems, Songs and Stories

Through listening to and saying rhymes, children may be given further practice in the use of recently introduced language units. (Refer to pp.36-38, 106-109). The following rhymes serve to develop the current theme or to provide language practice in the use of specific units -

BLOCK C

Poems, Songs and Stories (cont.)

My Daddy

My Daddy's tall.
My Daddy's strong.
I hold his hand
As we walk along.

Sometimes I sit
On my Daddy's knee,
And he tells stories
Or reads to me.

We work or play
Or, quietly,
Just sit together -
Dad and me.

My Mother

Sometimes she's looking after Baby.
Sometimes she's cooking the supper
Sometimes she's washing Daddy's shirts.
Sometimes she's going to the store.
Who is she?
Did you guess?
Yes - she's my mother.

(Language unit: She's)

If I forget I'm a little girl
And play that I'm Mother instead,
It seems to help when I do my work -
Drying the dishes or making the bed.

I beg your pardon, Mrs Bardon,
Is my kitten in your garden?
Yes, she is, and all alone,
Chewing on a mutton bone.

(Language unit: she is)

It's nice to know when I'm in bed
That across the world
It's day instead -
And children there are having fun,
While it's their turn
To have the sun.

(Language unit: it's)

Poems, Songs and Stories (cont.)

"It's time to put away your toys.
It's time to go to bed.
Tomorrow you can play again."
That's what our Mummy said.

(Language units: it's, that's)

This is a circle,
Round and small.
This is a rod,
Straight and tall.
These are the wings of a bird in flight.
This is a cat curled up at night.

(Language unit: this is)

This is the ship
When the tide is low
Slowly rocking
To and fro.
This is the ship
When the tide is high
Quietly, quietly,
Sailing by.

(Language unit: this is)

This is my saucer,
This is my cup,
And this is the way,
I lift it up.

(Language unit: this is)

This is the sun
So big and round.
This is a seed
Under the ground.
This is a flower
And here is a bee.
This is a boat
That is out at sea.

(Language unit: this is, here is, that is)

Poems, Songs and Stories (cont.)

Here is Daddy's razor,
Here is Grandpa's pipe,
Here's the baby's bottle,
And here's big brother's bike.

(Language unit: here is, here's)

Here is the emu straight and tall,
Nodding his head above us all.

Here is the long snake on the ground,
Wriggling along without a sound.

Here's the porcupine, prickly and small,
Rolling himself into a ball.

Here are the birds that fly so high,
Spreading their wings across the sky.

Here is the spider crawling around,
Creeping so lightly over the ground.

Here's a big kangaroo, furry and strong,
Hopping like this, he hurries along.

(Language units: here is, here's)

The Spider

I saw a spider
Crawl - crawl - crawl.
I saw a spider
Crawling up the wall.

(Language unit: I saw)

Last night I saw a shining light
I saw it shining very bright
Underneath that tree.

I saw it shine as bright as day,
And then I saw it fade away.
Whatever can it be?

(Language unit: I saw)

Poems, Songs and Stories (cont.)

I saw a little frog
As he jumped into a creek.
I saw a hungry magpie
With his long pointed beak.

I saw the magpie swoop down low
To catch the little frog.
But I saw the clever little frog
Hide underneath a log.

(Language unit: I saw)

I saw you swimming in the water.
I saw you climbing up a tree.
I saw you playing with the others,
But you could not see me.

I saw you as you went past,
But you did not see me.
Do you want to know where I was?
I was sitting in my tree.

(Language unit: I saw)

What's become of John boy?
Nothing at all.
He played with his skipping rope.
He played with his ball.
He ran after butterflies.
Blue ones and red;
He did a hundred happy things -
And then he went to bed.

(Language: use of "went")

A Little Boy Went Walking

A little boy went walking on a lovely summer's day,
He saw a little bandicoot which quickly ran away,
He saw the shining river go winding in and out,
And in it the little fishes were swimming all about.

He saw the tall trees waving,
He saw the pond so still;
And as he stopped to rest,
He saw among the bushes a small bird's pretty nest.

Poems, Songs and Stories (cont.)

He saw a kookaburra in a gum tree, way up high,
He saw a big black lizard and watched him hurry by.
He heard the insects buzzing,
In the flowers that summer brings,
He said, "I'll go home and tell my mother,
I've seen so many things."

(Language: use of 'went", "saw")

Other rhymes which give practice in the use of specified language units include -

Language Unit	Rhyme
she's	*Can Anyone Tell Me*
she's, she is	*She's My Little Sister* etc.
she is, it's	*Mumma Moo*
here is	*The Hammer*
use of "went"	*Six Little Ducks*
use of "went"	*Jack and Jill* (traditional)
use of "went"	*Old Mother Hubbard* (traditional)
use of "saw"	*Where Are You Going?*

Many of the songs suggested here are best treated as action songs. Children can be encouraged to invent additional verses. They may name animals and supply sounds in the song, "I Went to Visit a Farm" ("This Little Puffin, p.77). For the song, "What is Daddy Doing?" (C1), they may suggest or mime actions, as well as supplying the words to be sung. Actions may be performed by one child playing the role or by the whole group as each new verse is sung, e.g.

What is Daddy Doing?

He's going to the store ...
He's riding his big bike ...
He is catching fish ...
He is chopping wood ... etc.

Poems, Songs and Stories (cont.)

What is Mummy Doing?

She is cooking supper ...
She is washing clothes ...
She's making all the beds ...
She's playing with the baby ...
She's singing songs for us ... etc.

The following songs, suitable either for their language structure or for their content, are suggested:

Language Unit	Song
she's, she is	*What is Mummy/Nanna Doing Here?* (C1) *She is Bathing Baby* etc. (M4) *She's Jumping* etc. (A1)
it's	*Let Everyone Clap Hands* (C6)
this is	*I Said Good Morning* (C4) *This is the Way We Wash Our Hands* (C12) *On the Way to School* (P1) *Oh We Can Play* (Puffin p.184) *When All the Cows Were Sleeping* (Puffin p.184) *I Went to Visit a Farm* (Puffin, p.77)
here's, here is	*I'm a Little Teapot* (Miller and Zajan p.) *Here's a Ball for Baby* (Miller and Zajan p.22-3) *Here is the Beehive* (Miller and Zajan p.32-3) *Here are Mother's Knives and Forks* (Miller and Zajan p.42-3)
I/we went (noun) went	*I Went to Visit a Farm* (Puffin p.77) *I Went to School One Morning* (Puffin p.145) *On the Way to School* (P1) *A Frog Went Walking* (P2 or"A.B.C. Teachers' Handbook 1971", p.32)

BLOCK C

Poems, Songs and Stories (cont.)

Language Unit	Song
I/we went (noun) went	*The Three Bears* (G1) *Jack and Jill* (traditional)
I saw	*I Went to Visit a Farm* (Puffin p.77) *I Went to School One Morning* (Puffin p.145)
content only	*What is Daddy Doing Here?* (C1) *Mary/Granny Wore a Red Dress* (M1) *When I Was Just a Baby* (A6) *Slowly, Slowly Walks My Granddad* (Puffin p.177) *Oh Mumma Hurry* (listening tape C3)

Stories which contribute to the development of the theme or which give practice in the use of selected language units may be read. By including stories whose principal characters are female, "she's" and "she is" may be practised as stories are told, retold, and sometimes dramatized. Suitable stories include -

Language Unit	Story
she's, she is	*Grandmother and I* by Helen Buckley (Lothrop, Lee and Shepard, 1965) *Goldilocks and the Three Bears* (traditional) *Big Sister* (P.M. Instant Readers, Teacher's Edition, No. 1R13)
it's, it is this is here's, here is that's, that is	*What is That?* by D. Hampson (Wonder Books, 1961) *That's What It Is* by R. Jaynes (Bowmar, 1968) *The Bike Lesson* by S. and J. Berenstain (Collins and Harvill, 1967) *Traffic* (P.M. Instant Readers, Teacher's Edition, No. 1R2) *Farm Animals* (P.M.Instant Readers, Teacher's Edition, No. 1R1)

Poems, Songs and Stories (cont.)

Language Unit	Story
it's, it is, this is, here's, here is that's, that is	*This is the House that Jack Built* (traditional) *Round the House* (P.M. Instant Readers, Teacher's Edition, No. 1R1) *The Line Sophie Drew* by P. and S. Barrett (Ward Lock, 1970) *The Square Ben Drew* by P. and S. Barrett (Ward Lock, 1970) *In Our Class* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *The Ear Book* by Al Perkins (Collins and Harvill, 1968) *The Three Bears* (traditional)
went, saw	*Rosie's Walk* by Pat Hutchins (Picture Puffin, Penguin, 1970) *The Baby Echidna* by Isobel Weir (Legends of the Aborigines, Reed, 1970) *Robert the Rose Horse* by J. Heilbroner (Collins and Harvill, 1964) *Whistle for Willie* by Ezra Jack Keats (Picture Puffin, Penguin, 1969)
content only	*Patrick Will Grow* by Gladys Baker Bond (Whitman, 1966) *My Family and I* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *Father is Big* by Ruth and Ed Radlauer (Bowmar, Early Childhood Series, 1969) *Wake Up Father* by Beverley Randell (P.M. Story Readers, 1a) *Big Brother* (P.M. Instant Readers, Teacher's Edition No. 1R14) *Baby* (P.M. Instant Readers, Teacher's Edition No. 1R15)

BLOCK C

Poems, Songs and Stories (cont.)

Language Unit	Story
content only	*Mother* (P.M. Instant Readers, Teacher's Edition, No. 1R11) *Watch Me Indoors* by Ruth Jaynes (Bowmar, 1967) *Growing Up, Growing Older* in *Sounds of Laughter* by Bill Martin (Holt, Rinehart and Winston, 1966 pp.146-167)

(f) Rhythmic Activities

Rhythm to help establish new language patterns will continue to be useful. Preserving natural language rhythm, the group may sometimes chant and accompany the movements of a child. "She's", "she is", "he's" and "he is" may be practised in this way, e.g.

"She's washing Daddy's shirts."

All of the children may then join in the activity, practising an "I'm" or "I am" pattern, e.g.

"I'm washing Daddy's shirts."

Although the more commonly used contracted form "she's" will receive greater emphasis than "she is", rhythm may be used to provide practice in both forms. Sometimes, after hearing and saying two such patterns, children may listen and identify which of the patterns the talking drum is "saying". The children, as well as the teacher, may play patterns for the others to guess, e.g.

/ /
"She's big." or

/ / /
"She is big."

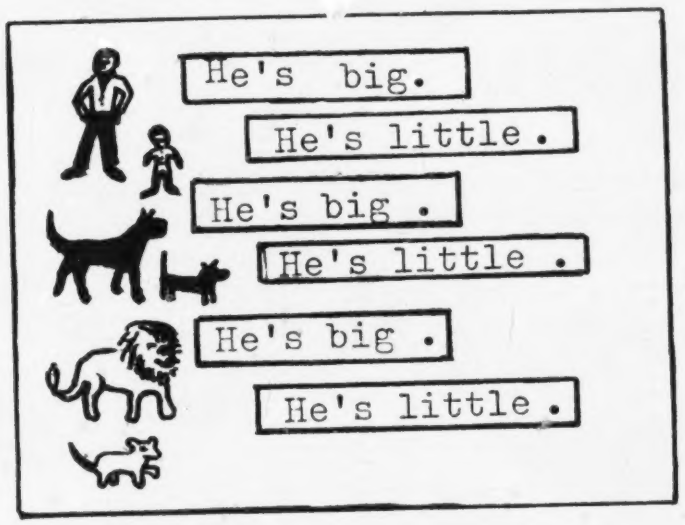
Language practice may often become an outdoor activity. Children may be encouraged to find new ways to accompany their actions. They may use drums, clickers, rhythm sticks, shakers, or may clap, pound, slap or stamp. Children may make and decorate rhythm instruments for themselves. Plastic jars may be filled with various materials and then painted. Local materials for example, coconut shell clappers and bean pod shakers, may be used. Older children may assist in constructing new instruments.

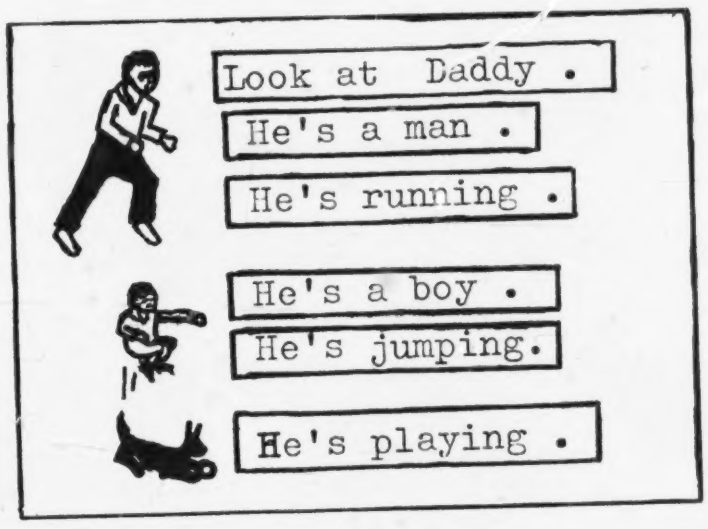
Rhythmic activities of the type described previously can also be continued. (Refer to pp. 43-45; 112-113).

2. READING

(a) Manipulation of Language Units

The printed unit "He's" may be introduced after experience with the oral form. Following rhythmic activities in which "He's jumping" or "He's running" is used, a child may be invited to tell the story in writing. Children may sometimes contribute sentences, first orally, then in writing, about magnetized figures e.g.





Although the contracted form "He's" will receive more emphasis than "He is", unit cards of both should be available for use. Should a child use the full form orally, the appropriate unit card may be handed to him as he is invited to tell his story in writing. Listening experience and rhythmic practice in the use of both forms may be continued (Refer to p. 180). "She's" and "She is", introduced later, may be treated similarly.

After a new unit is introduced, most of the sentences constructed may contain that unit e.g.

"He's" - He's running.
He's jumping.
He's playing.
He's big.
He's little.
He's a boy.

As children become more secure in the use of the new unit, a wider variety of sentences may be constructed during any one session. This applies particularly to group work with more advanced children e.g.

Manipulation of Language Units (cont.)

Teacher: Normie, tell us something about you.

Normie: I'm a boy.

Teacher: Good. Now tell us your story in writing.

(Normie constructs and reads sentence.)

Teacher: Who can tell me something about Normie?

Child 2: He's a boy.

Teacher: Yes, he's a boy. Now tell us that story in writing.

Oral use should immediately precede the manipulation of printed language units. While the whole class will normally participate in the initial presentation of each new printed unit, group reading activities will often follow: as some children use puzzles, books, duplicated worksheets, others may work with the teacher at practice reading, recognition activities or manipulating printed units.

During sentence making, the children will sometimes gather around the magnetic board. At other times, some may take turns in manipulating magnetized units while the others use individual sets of unit cards - matching, combining, and "reading".

At this stage, teacher guidance will generally be required as children manipulate the printed units. However, among the more advanced children, some attempts at independent sentence making may occur. Such attempts should be fostered. The teacher may write in a child's work book a story which he has constructed and has read to her. The child may, if he wishes, write the story also. Children may be encouraged to read to others in their group, stories which they have created.

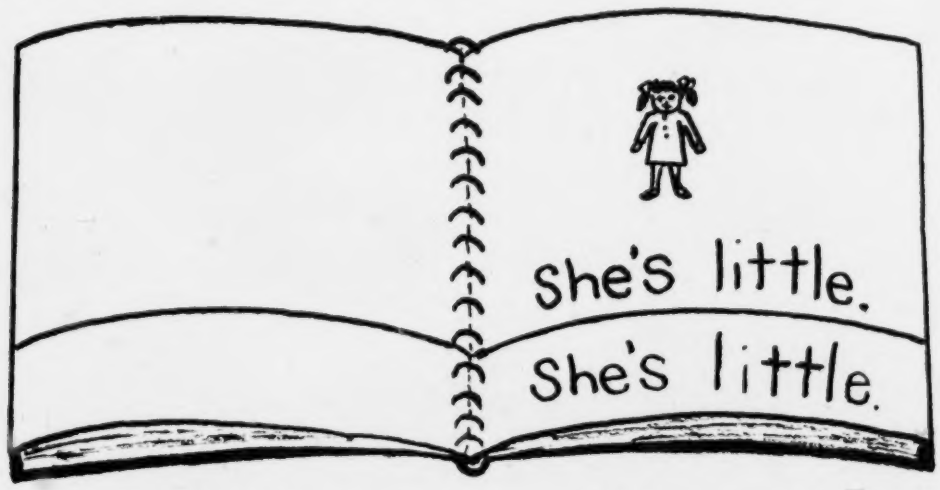
For further suggestions relating to manipulation of language units, refer to Blocks A and B (pp. 47-49; 114)

(b) Recognition of Words and Sequences

Introduction of each new printed unit is followed by activities designed to increase the children's recognition of the printed forms. It is not expected that many children will recognize more than a few of the recently introduced units at this stage. As they see and manipulate printed units, children should also hear and say them, and sometimes trace or write them as well. Through these and other activities, recognition will gradually develop.

Recognition of Words and Sequences (cont.)

The use of strip books for matching either sentences or words, as suggested previously can be continued. (Refer to pp.114-115; 132). After each pairing, the story should be "read". Sometimes, illustrated strip books may be prepared for matching activities.



In a visual discrimination exercise, children may find the word that is different from the rest.

Daddy	Daddy	Mummy	Daddy

Each of the words in turn may then be matched with the appropriate flash card. The children say each word as it is matched.

Other recognition activities - "picking", matching, outdoor games etc. - may be continued as suggested previously. (Refer to pp.49-51; 114-115; 132).

(c) Experience Reading

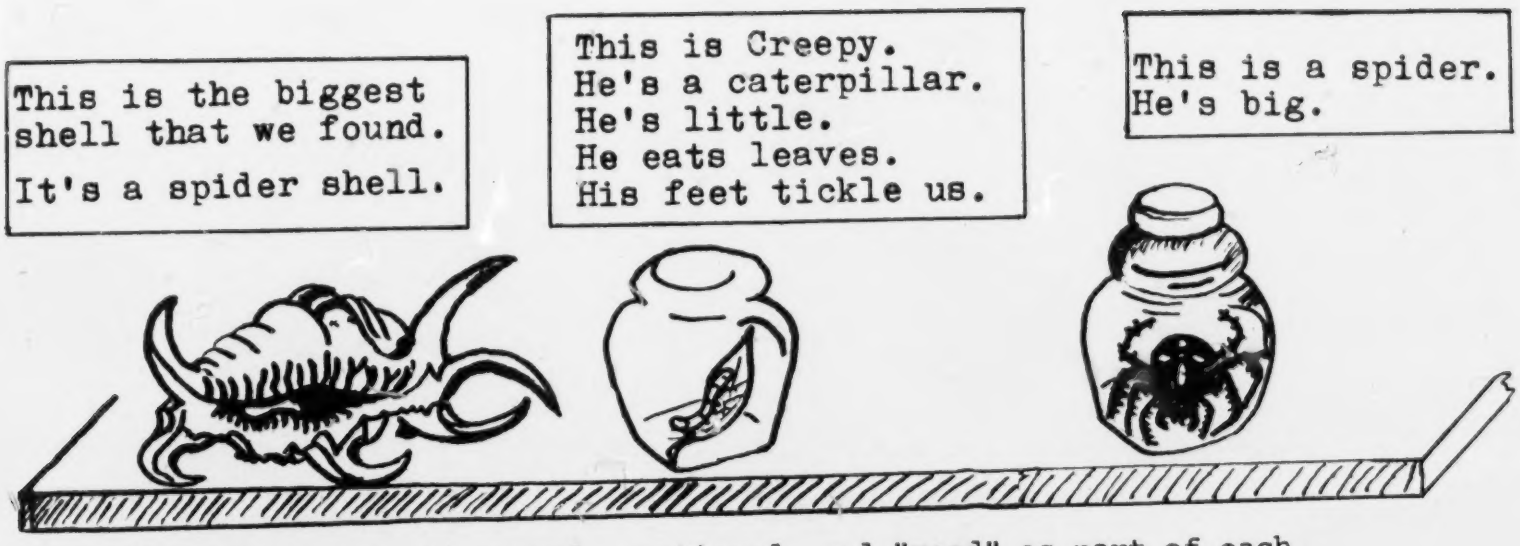
During many activities, the teacher can make selections from the oral language of the children for experience reading books or charts. These are "read" immediately by the children and are re-"read" at intervals.

Daily news charts may be continued. (Refer to p. 163).

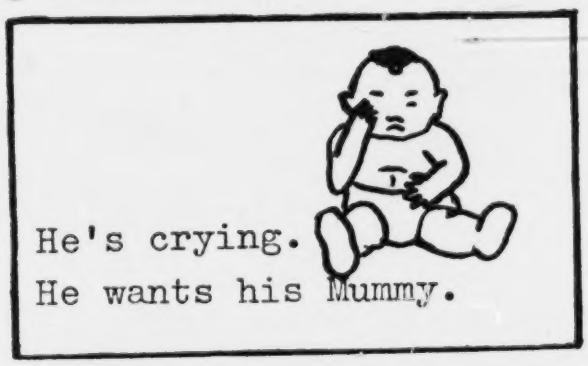
Each day, during the morning talk, children may talk about objects which they have brought. After discussion, a suitable label may be suggested. Other objects, collected on excursions, may also be labelled and displayed (Refer to pp.163-164) e.g.

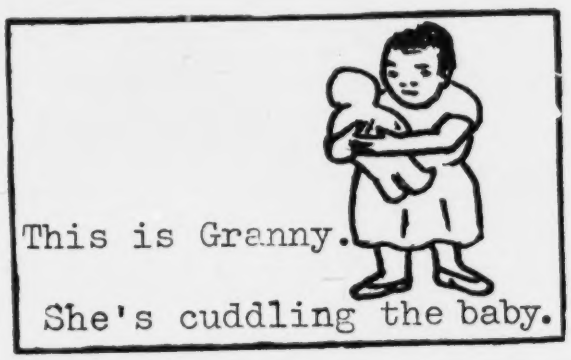
BLOCK C

Experience Reading (cont.)



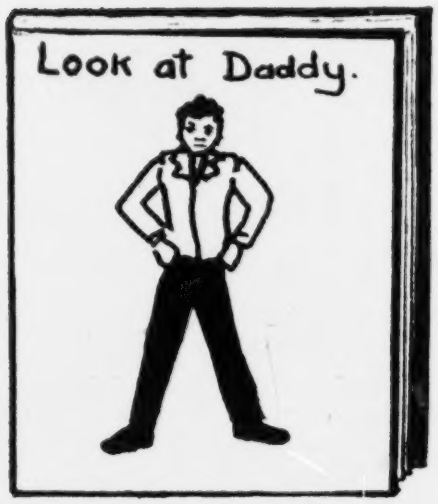
Pictures may be discussed, captioned, and "read" as part of each day's activities, e.g.



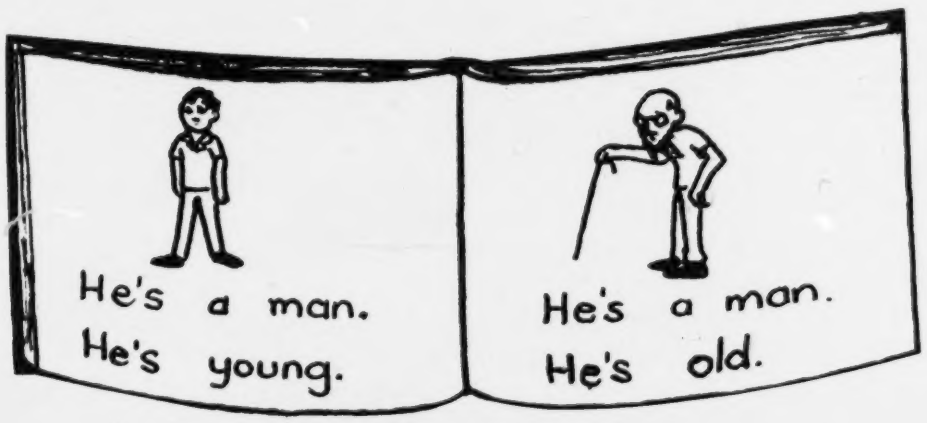


As the theme, "Home and Family", is developed, discussion will focus on various members of the family. In each child's personal book, a page may be devoted to each of those adults in his immediate family whom he nominates. Class books about "Daddy" and "Mummy" may also be developed. Actual photographs might be among the illustrations used. (Refer to p.165) e.g.

Experience Reading (cont.)

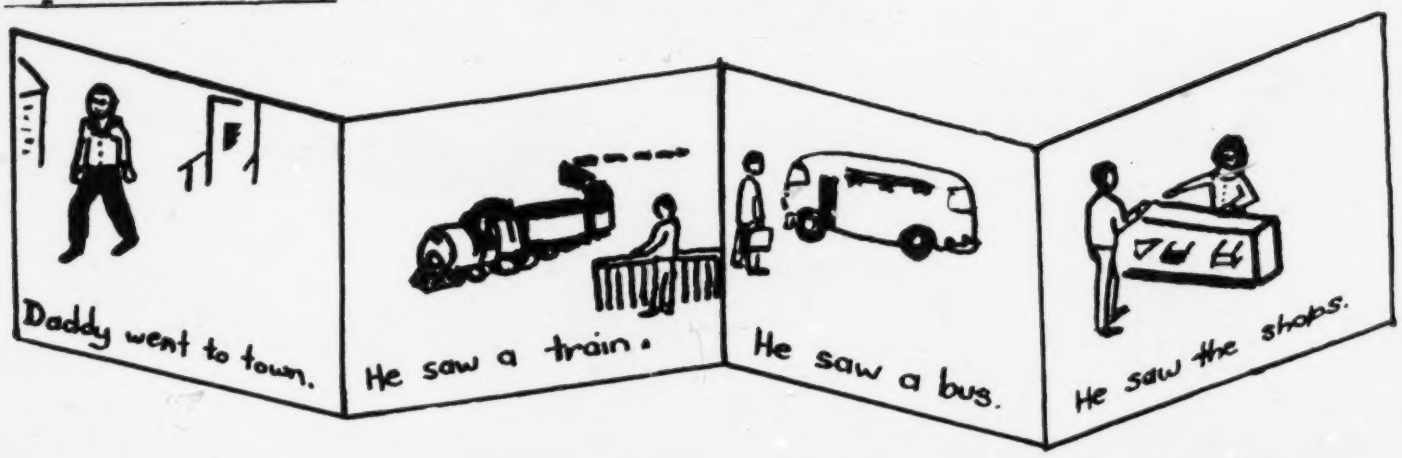


After introducing the printed unit "a man", children may find pictures of men in magazines. The pictures may be discussed, grouped, and captioned as suggested by the children, to form an experience reading book, e.g.



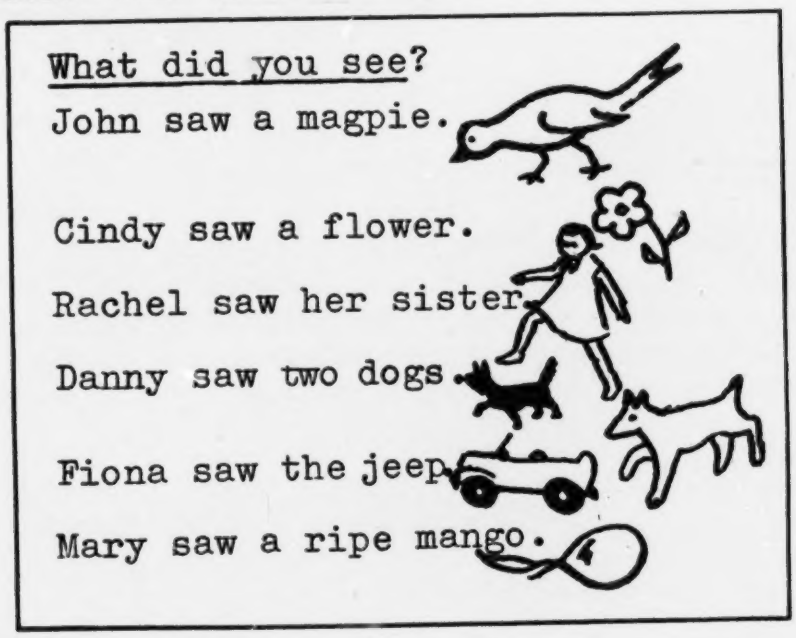
On occasions, the teacher may prepare folding books for story telling by the children. Selecting from the children's oral language, the teacher may write a sentence or two about each of the pictures as it is discussed. Such books may be placed in the book corner or displayed as a frieze. Children may re-"read" these individually or as a group, e.g.

Experience Reading (cont.)



Experience reading material may sometimes results from the game, "Peep-hole" (p. 171). An appropriate label may be fixed to the "peep-box" after each new item placed in it has been discussed.

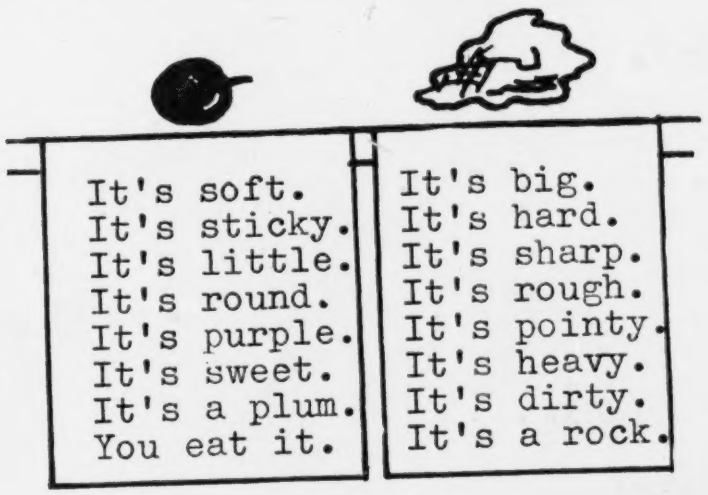
When the window "peep-hole" is used, an experience reading chart may sometimes summarize what each child saw, e.g.

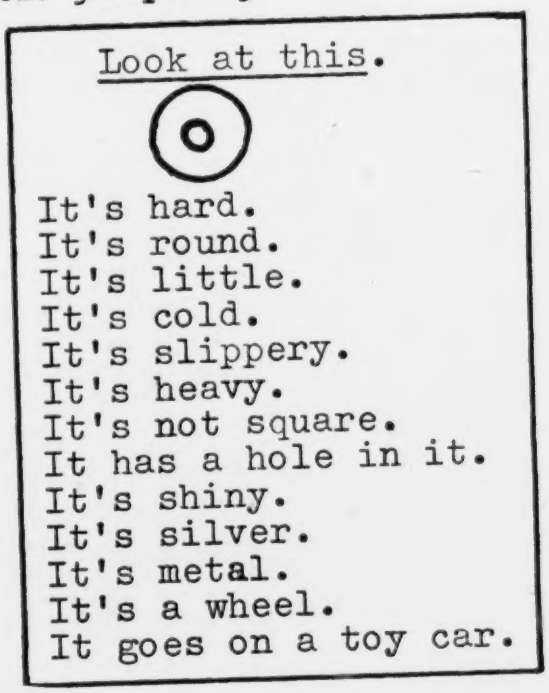

What did you see?
John saw a magpie.
Cindy saw a flower.
Rachel saw her sister.
Danny saw two dogs.
Fiona saw the jeep.
Mary saw a ripe mango.

Experience Reading (cont.)

Various classification and labelling activities, giving practice in the use of "this is", "it's", and "it is" have been suggested. (Refer to (pp.163-164; 168-169). Experience reading records of some such activities may be kept e.g. "Things that Mummy uses for cooking" (p.163).

Using the "Feel Bag", children may investigate a range of objects, first by touch and then by sight. As children explore, and describe, the teacher may sometimes keep a record of their comments. Lists may then be "read" by the children and teachers, and, with the objects described, left on display. A long list, resulting from a free flow of ideas, may be the source of pleasure for the whole group. e.g.





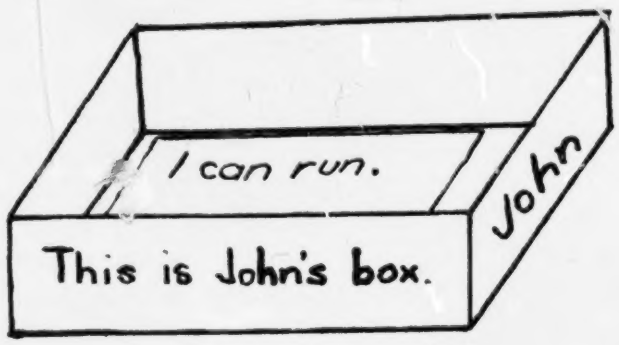
(d) Practice Reading

Practice reading, sometimes with the whole class and sometimes with small groups, may be provided in many ways. Often after manipulation of language units in which the whole class participates, further practice is given to one group working with teacher guidance. (Refer to pp.181-182).

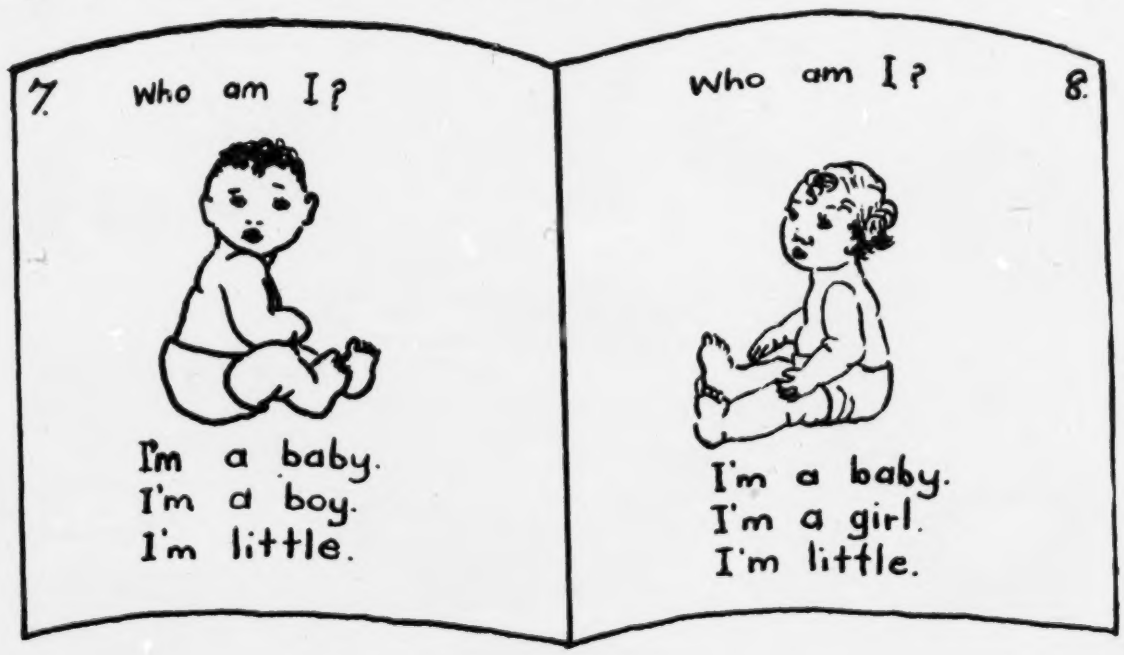
Simple experience reading material may be used to provide reading practice. Each morning, a new picture may be captioned and those written previously may be re-"read" by the children. (Refer to p.183). In addition, charts, large class-books, and duplicated worksheets may be prepared by the teacher, e.g.

Practice Reading (cont.)

Sheets of "take-home" cards providing repetition of particular language units, can be prepared. Each child will require two boxes - one for school and one for home. As a new printed unit is introduced, cards providing further practice in its use may be added to each "school" box. The reading of these cards may be practised during group reading or as children work individually with the teacher. When a child demonstrates his ability to read confidently a particular card, it may be taken home. (Plastic bank book covers, labelled with the child's name, may provide protection). Parents' co-operation may be sought in encouraging children to read their cards at home. They may also assist by providing a safe place, beyond the reach of younger children, in which children's "take-homes" can be stored, e.g.



The booklet "Who am I?", featuring members of a family, may serve to develop the current theme as well as providing reading practice, e.g.



Practice Reading (cont.)

For further practice reading suggestions, refer to Blocks A and B (pp.56-57; 121-122).

(e) Writing

Children's interest in writing and reading may be stimulated by making freely available an attractive and varied supply of writing materials.

Tracing and independent writing activities appropriate to individual children's abilities may be continued. Sentences containing each new printed unit may be traced or copied by the children.

Some outdoor writing activities, during which children use fingers, sticks, sharp shells, etc. to write in the sand or dirt may be continued. (Refer to p. 57). A shallow tin or dish, spread with a thin layer of plasticine may also be useful for writing practice. With an old ball-point pen or similar implement, a child writes in the plasticine, exposing the tin underneath. The colour of the plasticine should contrast with that of the container. Finger painting may be used for similar purposes.

In addition to writing of words and sentences, children may participate in activities designed to develop manipulative skills, e.g. threading beads, playing with plasticine, making shapes with pipe cleaners, cutting and pasting, painting and using puzzles.

3. PERCEPTUAL SKILLS

(a) Auditory

Investigating Sounds

An increased awareness of different sounds may be fostered during many activities. As children listen, and investigate sounds, comment about sound similarity and difference should be encouraged. During such discussion, the terms "like", "the same as" and "different" may be used, e.g.

Teacher: *Listen to Ashley's cork rubbing on the floor. What else does it sound like?*

Child: *It's like a dog scratching.*

Recording and Identifying Sounds

As the theme of "Home and Family" is developed, recording of associated sounds may be made. Sounds of children carrying out various home-related activities - sweeping, turning on a tap, reading the paper, switching on a light, beating eggs, may be recorded. (The aid of manual arts and homecraft teachers may be sought.) Recordings made in this fashion may be supplemented by others. If the mother of a child in the group is sufficiently well known to the teacher, an arrangement to record "baby" sounds - laughing, crying, etc. may be made. Other sounds recorded by the teacher or on tape C2 may also be used.

As well as participating in recording of sounds, children may listen to and identify the sounds played to them. Sounds of various activities may be related to particular members of the family.

Identifying Sound Sequences

Children may listen to a sequence of sounds in context, either taped, or produced by one member of the group while others keep eyes closed. Discussion may be encouraged as children attempt to identify sounds and relate the sequence of actions. To prevent children from using visual cues, tapes prepared in advance are probably more effective than requiring children to listen with eyes closed. Sounds which are familiar to the children should be included.

After the children have attempted to identify sounds and have discussed suggestions, the tape might be replayed for further critical listening.

"Which Sound Does Not Belong?"

Children listen to a sequence of sounds and identify the one which "does not belong". As well as locating the odd sound in the series, children discuss their reasons for selecting it. Series of sounds used may include the following -

BLOCK C

Auditory (cont.)

sweeping, jet plane, washing up, stirring;
truck, cat, motor bike, jeep;
hammering, sawing, baby crying, chopping;
3 machinery sounds, kookaburra "laughing";
3 different dogs barking, clock ticking;
3 human voices, duck quacking.

Auditory Discrimination

Pairs of words to be judged "the same" or "different" can be used. Word pairs may be selected in such a way as to gradually increase the fineness of the discrimination required e.g.

Mummy, Mummy; cat, tap; baby, cake.

Sometimes, a minute or two may be spent on auditory discrimination with a small group rather than with the whole class.

"Which Word Does Not Belong?" - Phonic Game

In this listening game, children say and listen to a series of words, all but one of which begin with the same sound. Using pictures sometimes duplicated for individual use, children may name each object. They then listen while the teacher, stressing the initial sound, says the series, e.g.

"mouse", "turtle", "mug", "man"

As children may confuse the requirements of this game and classification activities, they should be reminded to listen to the sounds. At this stage, only grossly different initial sounds should be selected particularly those sounds stressed in auditory training, e.g. "s", "m". Parents may participate in the game, helping children to locate the picture whose name starts with a sound different from the rest.

Phonic Story Completion

A story completion game requiring an awareness of initial sounds may be introduced. The teacher begins telling a story and, at intervals, gives only the first sound of a word. Children fill in appropriately, e.g.

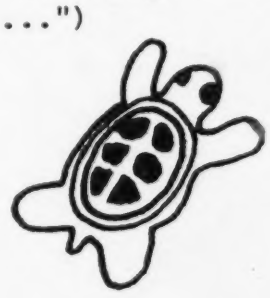
"One day Daddy said to the children, 'I'm going to catch some fish for our s.....' (supper)."

Pictures may sometimes be used in this game. The story may continue as long as the children remain interested and responsive.

Auditory (cont.)

Phonic Puppets

Activities involving Henry, Susie Seasnake and Mumma Moo should be continued. (Refer to pp.32-33; 60-62; 126; 168). Tottie Turtle may be introduced and the children encouraged to introduce themselves ("I'm ...") or their friends ("This is ...")



The game, "Tottie Turtle likes ..." can be played. Tottie can be taken on a walk to begin her collection, and then her book. Tottie Turtle should also have a name card. During sentence making with printed units, children may be encouraged to suggest a story about Tottie, e.g.

"She's Tottie Turtle.
She's little."

With the aid of puppets, the Treasure Box contents may be sorted in terms of initial sound, i.e. things for Henry, Susie Seasnake, Mumma Moo and Tottie Turtle. Children may be encouraged to bring presents for the puppets, e.g. a stone for Susie, a tin for Tottie. Puppets may sometimes be permitted to participate in their favourite activities with the children, e.g. Tottie likes talking, tracing and television; Mumma Moo likes moving to music, matching and making things; Susie Seasnake likes singing and sorting. (Henry's shy. He just likes hiding.)

Rhymes and Finger Plays

As children say and listen to rhymes, their enjoyment and awareness of sounds may be developed. Tottie Turtle's sound - "t" - may receive particular emphasis. In addition to the rhymes which follow, some of those introduced previously may help to create an awareness of the "t" sound, e.g.

"Rat-a-tat-tat"	p. 127	*"Stirring"*	p. 64
"Ladder Climbing"	p. 128	*"It's Nice to Know"*	p. 172
"Tig!"	p. 108	*"It's Time"*	p. 173
"Four and Five"	p. 36	*"Where Are You Going?"*	p. 128

Auditory (cont.)

Tottie Turtle

You can't touch Tottie's tummy
Or tickle Tottie's toes.
Each time I try to tickle her -
Into her shell she goes.

She doesn't want to play with me.
She wants to be alone.
She tucks her little tail in
And pretends she is a stone.

Tick, tock, tick, tock,
Merrily sings the clock.
It's time for work, it's time for play:
So it sings throughout the day.
Tick, tock, tick, tock,
Merrily sings the clock.

Turn the tap
To make the tea.
Put the tea
Into the pot.
Put the pot
Upon the mat,
Pour the tea,
It's nice and hot.

I stir my pudding, stir it so!
Round and round and round I go.

I roll my pastry flat and thin
With Mummy's wooden rolling pin.

I cut into biscuits - one, two, three.
And bake them brown in time for tea.

Rhyme

Children's awareness of rhyme may be further developed through a variety of activities. Listening to, saying, and dramatizing rhymes may be continued as suggested previously.

Auditory (cont.)

Inventing Rhymes

Children may be encouraged to create simple rhymes, e.g. number rhymes or rhymes beginning with a given structure, e.g.

1, 2,
I'm Mumma Moo.

1, 2, 3,
I see a bee.

Look at me,
I'm in a tree.

Completing Rhyming Couplets

Children may complete rhyming couplets, as suggested previously (p.129). Some of the rhymes invented by the teacher may also give practice in the use of specified language units, e.g.

Shane, Shane,
Went in a (train/plane).

Gus, Gus,
Went in a (bus).

Paul, Paul,
Went to the (hall).

Marty, Marty,
Went to a (party).

Sonya Brown
Went to (town).

I saw Stella
Holding an (umbrella).

Look at Paul,
He's growing (tall).

Look at Shaun,
He's blowing the (horn).

Look at Frankie,
He's picking up his (hanky).

Look at Kitty,
She's very (pretty).

Look at Russel's
Big strong (muscles).

Today I saw Kurt
Wearing his new (shirt).

BLOCK C

Auditory (cont.)

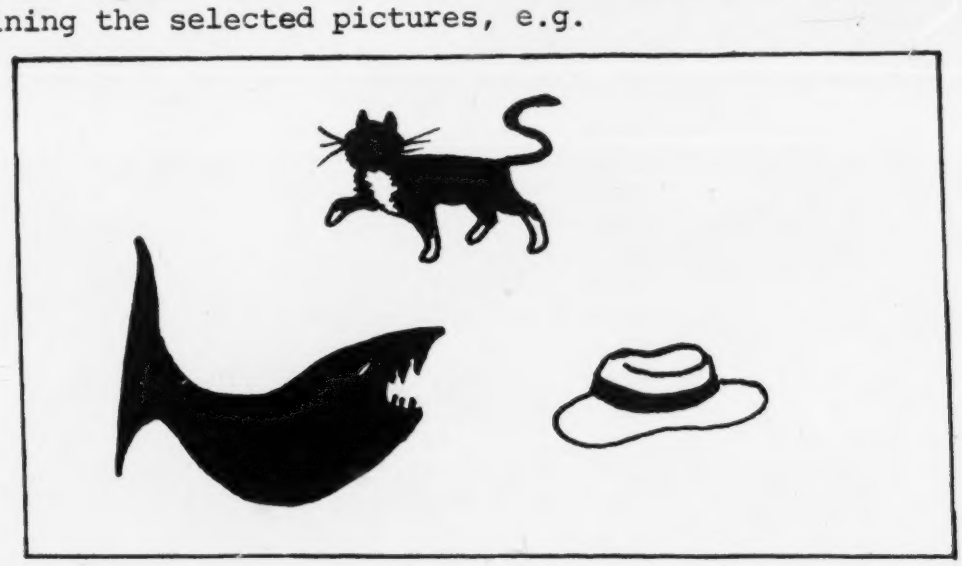
Nominating Rhyming Words

The first rhyming word in a familiar couplet may be given and children asked to listen and find another word which sounds like the first, e.g. "Jill" in

"Jack and Jill
Went up the hill."

Using a series of three pictures, children may be asked to nominate the two whose names rhyme. Children may first name the pictures. The names may then be repeated several times by the children, who then listen while someone else says them. Children may then decide which words rhyme.

Duplicated worksheets may sometimes be used in this activity. After saying and listening to each series of words, children nominate their choice by joining the selected pictures, e.g.



(b) Visual

Tachistoscopic Program

The children may continue to match single animal slides (Set A); there should be an appropriate decrease in exposure time. (Refer to pp.131-132).

Using composite slides, children may match a sequence of two or three animals. Sometimes, instead of projecting two figures simultaneously teachers may expose two single slides in sequence of time. Children wait until the second slide has been projected, then match the sequence with their own cards, observing the convention of left-to-right progression.

Visual (cont.)

Abstract shapes can be introduced and discussion about them encouraged. As children gain experience in matching single slides, exposure time may gradually be decreased. Since it is important to maintain the correct left/right, up/down orientation of the children's cards, a coloured line may be added to the top edge of each. (Slides may also be marked to ensure correct orientation).

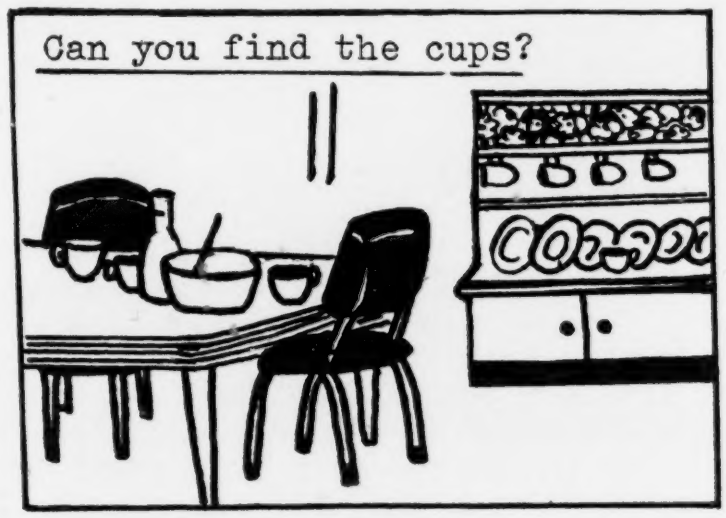
Visual Discrimination

Strip books for matching of shapes, sentences and words may continue to be used. (Refer to pp.67; 115; 132; 183).

"Which One is Different?", involving either pictures or words (pp. 67,133), "Same or Different" (p. 68), and "Which Two are the Same?" (p.133), are among the visual discrimination exercises which may be continued with gradual increase in levels of difficulty. Duplicated worksheets of these and other activities (e.g. p.133), may be prepared for individual use.

Hidden Pictures

Pictures, in which objects of a particular class are hidden, may be prepared for individual or group use. Children may see how many cups (or toys; children; things to eat; things used for cooking; etc.) they can locate, e.g.



At first, objects should be easily discernible. Later, more difficult exercises may be prepared. Children may sometimes use coloured pencils to outline the objects which they locate. In this way, manipulative as well as visual skills may be developed, while at the same time, practice in classification, number, and use of the plural "s" may be provided.

Visual (cont.)

Visual Discrepancy

Children may examine pictures to find what is "silly" or what is missing (p. 68). Discussion and explanation of discrepancy items should be encouraged.

The game, "What's Different?" may be converted into a discrepancy activity. Each morning, instead of simply observing changes that have occurred in the classroom, children should be encouraged to observe and evaluate. For example, an arrangement of flowers may include one pencil.

Visual Memory

Visual memory games may be continued as suggested previously, e.g. "Kim's Game" (pp.63; 134). Games in which children relate what they saw e.g. window "peep-hole"(pp.171; 186), classification excursions, etc. (p.164) may also develop visual memory.

Visual Association

Visual association activities may frequently centre on the current theme. Objects may be associated with particular members of the family. For example, children may select items from the Treasure Box and place these in sorting boxes, each of which is labelled with a picture and the name of a family member e.g. "Mummy", "Daddy" and "baby". Pictures of particular settings may also be provided e.g. bathroom and kitchen. For a description of sorting boxes, refer to p.199.

(c) Tactile

Through "Feel Bag" and other activities, children may be encouraged to explore by touch and to talk about tactile experiences. (Refer to p.164).

Sometimes the "Feel Bag" may be used for a matching game. Children may look at and feel a number of objects, e.g. geometric solids. A duplicate of one of these is placed in the "Feel Bag". Children locate the object in the displayed collection which is the same as the one in the "Feel Bag". Opportunities to practise specified language units will arise during this activity, e.g.

"It's like this."

4. DISCOVERY

Colour

Activities involving colour as suggested previously, e.g. "Colour of the Day" (pp.70-71) should be continued. Children should be encouraged to comment about colour. (Refer to pp.163-164) e.g.

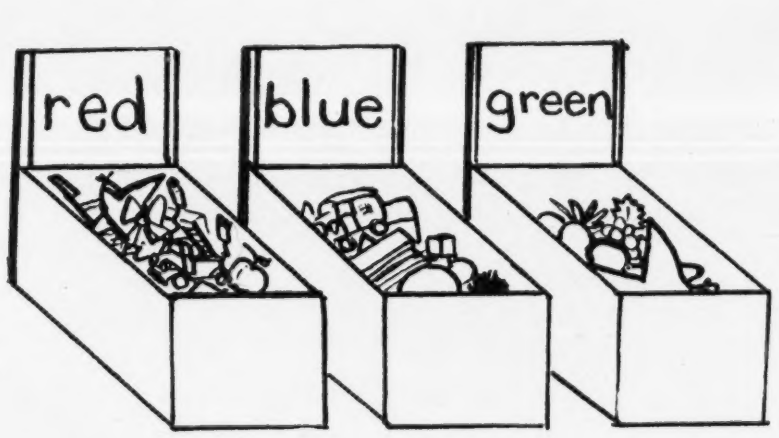
"It's red."

"This is black."

"Here's a blue one."

During sorting activities, e.g. with Treasure Box contents, children may use colour, as well as attributes of shape, function, etc. as bases for classification. Simple sorting boxes, with slots for labels, may be constructed.

Colour names, lettered boldly in the appropriate colour, may be used.



Size

Experience in comparison of size should be continued. As well as responding correctly to terms such as "bigger", "tallest", etc., the children should be encouraged to use the terms themselves, e.g.

Teacher: *Show me the tallest girl.*
Now tell me about her.
Child: *She the tallest.*
Teacher: *Yes, she's the tallest.*
Let's all say it.
All: *She's the tallest.*

Discovery (cont.)

The term "short", applied first to height and then to length, may be introduced. The term "long" may also be used in comparisons of length.

Size terminology may be related to the current theme as children nominate the members of their own families who are:

taller than themselves;
shorter than themselves;
the tallest in the family;
the smallest/shortest in the family;
taller than Mummy, etc.

A family picture may be discussed similarly. Duplicated worksheets may also be prepared to give practice in comparison of height and use of appropriate terminology. In illustrations used for this purpose, all figures should be standing on the same level. Single word labels may be associated with such figures e.g. "Mummy", "Daddy", "boy" and "girl".

Pairs of objects of the same type but different in size may be sorted into boxes labelled with the words "big" and "little".

Although most comparisons of size will involve concrete objects which children manipulate, they may sometimes draw upon previous experience to answer questions such as the following:

Which one is bigger?

a cat or a house;

a cow or a duck;

a car or a spoon;

your hand or your foot.

Which one is smaller?

a man or a baby;

a ball or a marble;

a cup or a bucket;

a tree or a leaf.

Seriation

Seriation activities as suggested previously should be continued. (Refer to pp.74-75; 137). In keeping with the current theme, children may arrange magnetized "family" figures in order of height.

Discovery (cont.)

Estimation

Before measuring, children may estimate which of two objects is "taller", "shorter", "longer", or which of two containers holds "more". They may also make number estimates during play with sand or water in response to questions such as -

"How many jars of sand will fill the bucket?"

(For further suggestions refer to "Conservation", pp.205-206).

Measurement

Children may continue to make comparisons of size either directly or by using paper measuring strips. During some such activities, opportunities to practise new language units will arise, e.g.

"She's taller than Dorothea."

Informal activities involving arbitrary units of measurement may also be introduced. At this stage children may measure by using a number of discrete objects (match boxes, milk straws, blocks) which are lined up along the object to be measured and then counted.

Similarly, a collection of small identical plastic jars may be used to measure the volume of larger containers. Before measuring, children may first estimate how many of the jars will be filled.

Number

The children continue to need varied, experience with concrete number. (Refer to p.138-139). As they play with interlocking cubes, beads, rods, or other materials, children should be encouraged to talk about what they are doing. To this end, children may often be encouraged to work with a friend. As well as free play with rods, some directed play may be introduced. (Refer to "Program in Mathematics", p.1-2).

During outdoor games, counting may accompany activities such as jumping, skipping, bouncing and catching balls. Children may also provide actions for various number rhymes and songs. (Refer also to pp.65; 128; 139-140).In the following rhyme, they may nominate various animals, together with the actions to be performed, e.g.

Discovery (cont.)

One mother hen is scratching all about.
She's scratching, she's scratching,
She's scratching all about.

Two mother hens are scratching all about.
They're scratching, they're scratching,
They're scratching all about.

etc.

Additional verses may include:

stingray - swimming
koala bear - climbing
magpie - flying
wombat - digging
wild horse - galloping
kangaroo - hopping.

Jump with two feet,
Jump with one;
Either way is
Lots of fun.

I have 10 little fingers,
I have 10 little toes,
I have two eyes,
I have two ears,
I have one little nose.

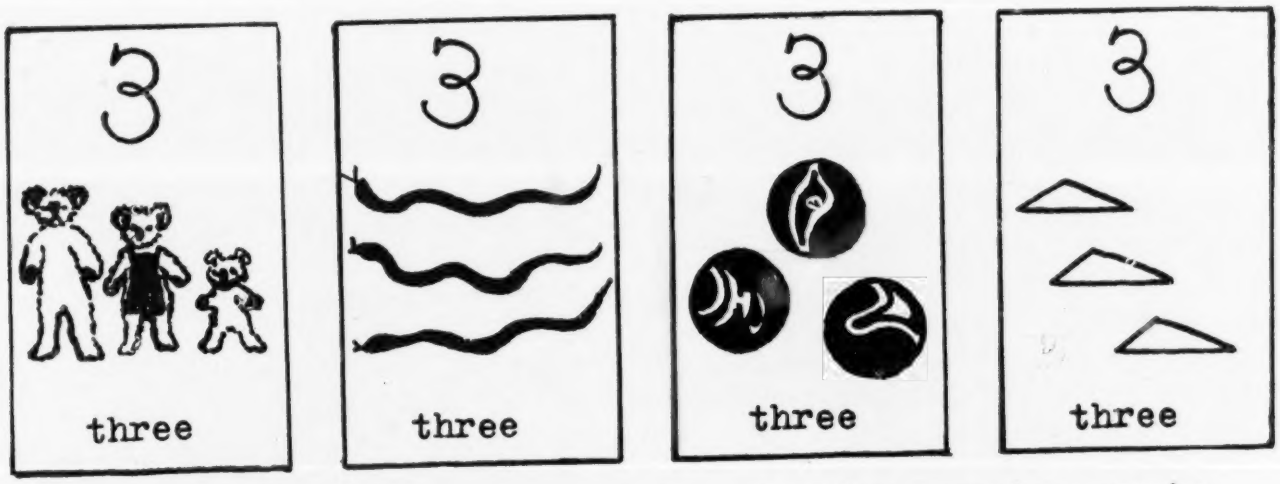
Counting Toes

Rosalie Rose
Had ten little toes,
And down to the mat she would bend.
She would say, "I am sure
There are ten on the floor,
For I count from beginning to end.
1-2-3-4-5-6-7-8-9-10."

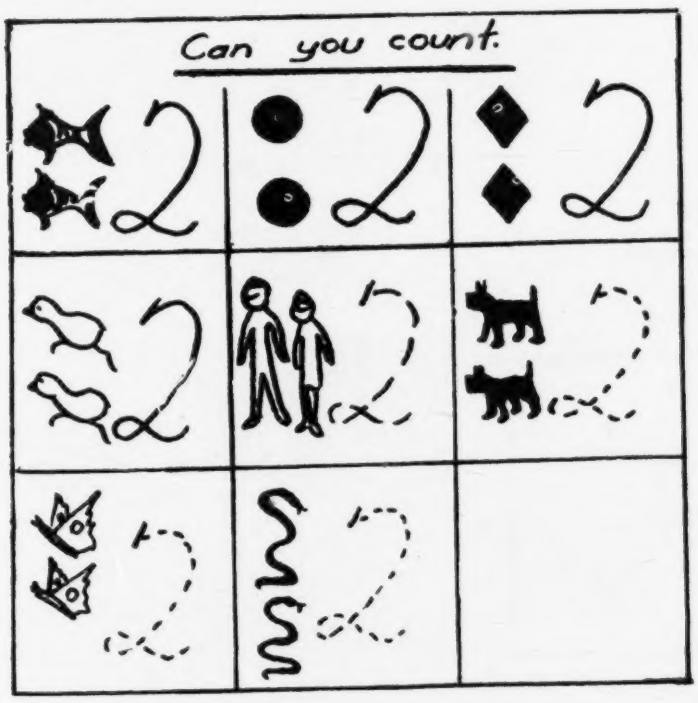
As concepts of cardinal number, e.g. of "two-ness", are established, the teacher may act as recorder, writing the digit numeral as children report the number in a group.

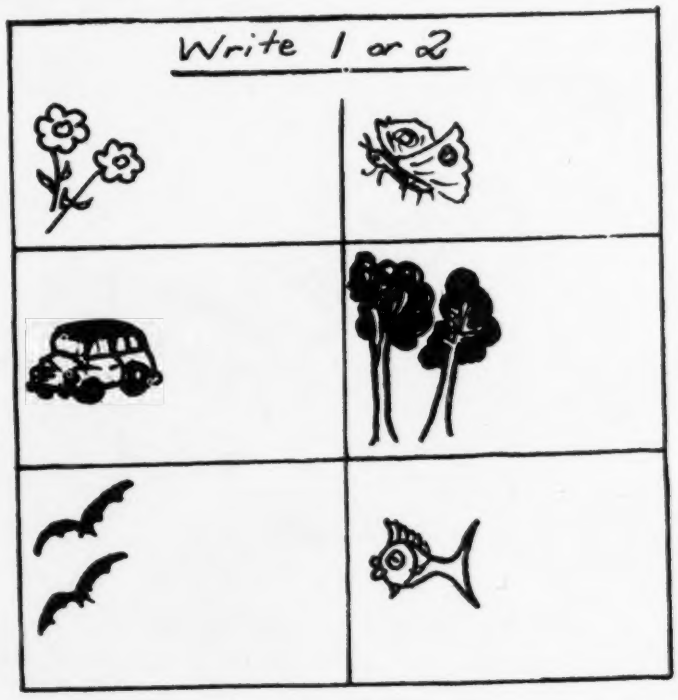
Discovery (cont.)

Number pictures, illustrating a variety of objects and configurations, may be displayed around the room. Before these are labelled with the appropriate numerals, children should first determine how many are in each group, e.g.



The associations between numerals and number groupings may be strengthened through various other activities. Children may select the required number of objects in response to familiar numerals, e.g. "1" or "2". Number worksheets may also be provided. Children may count objects in groups and trace or write the numeral, e.g.



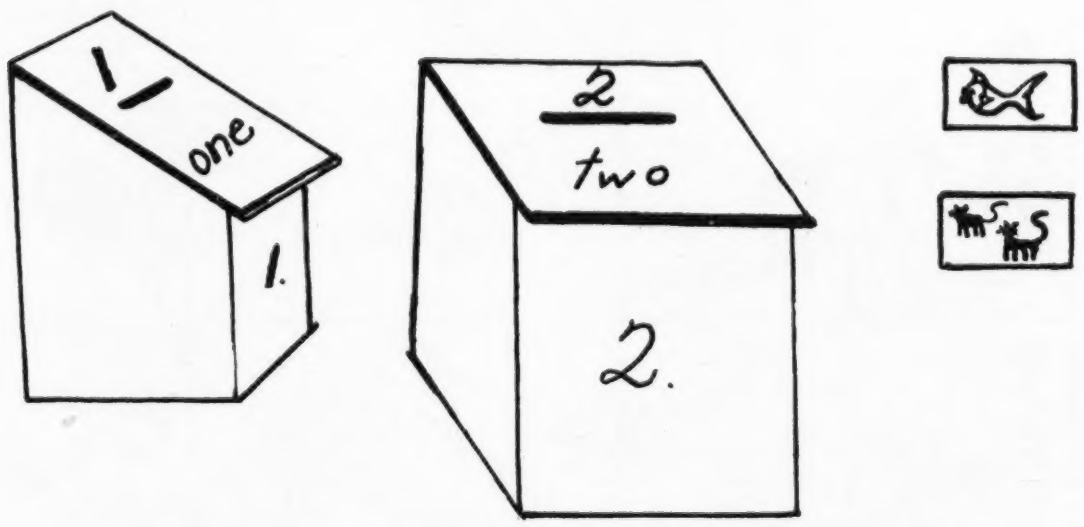


Discovery (cont.)

Using number posting boxes, children may investigate number groupings and associate each with the appropriate numeral. For this activity, a set of eleven small wooden posting boxes is required. The boxes, all the same size, are numbered from zero to ten with both digit and word numerals. An indication of relationships among numbers is given by the colour of the boxes, e.g. 2, 4 and 8 are painted the same colour. Another colour is used for boxes 3, 6 and 9, a third colour for 5 and 10, while 0, 1 and 7 are each painted in a colour different from all other boxes. Underneath each box is painted the appropriate number of dots.

A large pack of number cards or painted wooden chips is used in conjunction with the boxes. On each of the cards is a number picture, e.g. 2 fish, 4 dogs. Two or three children, working co-operatively and without teacher guidance, begin with the pile of cards in random order. Children are encouraged to discuss the task as they post each of the cards into the correct box. To select the required box, children may rely on one or both of two methods. They may count each object and respond to numerals on the boxes, or they may match number groupings on cards with the dots under boxes. After completion of the activity, the teacher may check the children's sorting with them, encouraging discussion in the process.

In the early stages of this activity, the full set of boxes and cards need not be used. With appropriate cards, a group of children may use boxes 1 to 5 only or, limited still further, boxes 1 and 2. As they work, children should be allowed to arrange boxes to their own liking. Eventually a numerical ordering may be adopted, e.g.



Discovery (cont.)

One to One Correspondence

Informal activities in one to one correspondence as suggested previously should be continued. Using magnetized figures, children may match one group of objects with as many of a different type, e.g. 3 boys with as many girls. (Refer also to "Spatial Knowledge", pp.206-207) and to previous suggestions, pp.78-79).

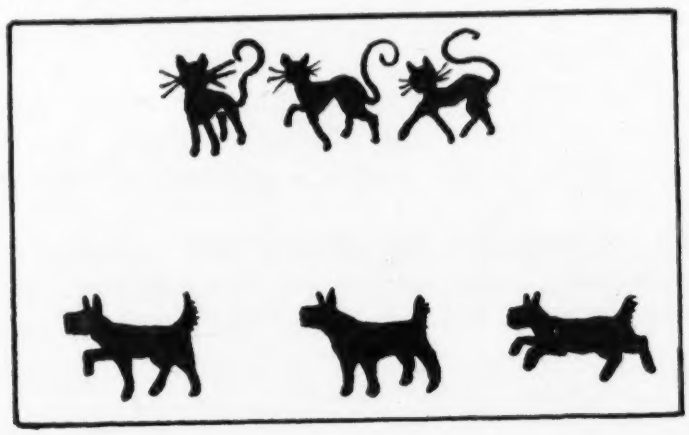
Sets

Children continue to need a wide variety of experiences in classification, e.g. using sorting boxes (pp. 198,199) or in the language games "I Spy" (p.170), "What is It?" (p.169) and the picture elimination games (p. 29). Children may also construct sets as directed, name sets, match sets and count the number of elements in sets. (Refer to previous suggestions, pp.140; 79).

Conservation

A basis for later conservation may be laid through various activities in which children manipulate materials themselves and discuss what occurs. To facilitate conservation of number, there is need for much experience in counting, regrouping, and reporting outcomes. (Refer to pp. 78-80) Often, changes may then be reversed, returning the arrangement to its original form. Once again, discussion by the children is of crucial importance.

During one to one correspondence activities, children may match one group of objects with another, e.g. on the magnetic board. Sometimes, after this has been done, one of the groups may be spread out and the number in each group discussed, e.g.



Discovery (cont.)

The gradual development of conservation of volume may be fostered through play with water, sand and sawdust. Children may guess how many little plastic jars can be filled with the contents of one big one. After estimating, carrying out the activity, and stating results, the procedure may be reversed. Children may guess how many little jars full of liquid will be needed to fill the large container. As well as contributing to the development of conservation, activities of this type provide estimation, measurement, and number experience, and opportunities for introducing quantitative terms such as "more".

Among the containers used in sand and water play, there should be included pairs which have identical volume but different proportions. Suitable plastic and aluminium containers, may supplement the supply of household (ice cream, detergent, margarine) and other containers. If a sandpit is provided in the school grounds, a collection of containers may be made available to the children at playtime.

In addition to experiences with conservation of number and volume, informal experiences contributing to later understanding of conservation of mass and length may be provided, e.g. play in which materials such as plasticine, ropes, pipe-cleaners are reshaped and discussed.

Spatial Knowledge

Children may be encouraged to name the shapes, "square' and "circle". During sequencing (p.168) and other games, magnetized coloured shapes may be used. One child may construct a sequence which he, and then the group, "reads" e.g.

"This is a square. This is a circle..." or

"This is a blue circle. This is a red circle..."

Using a variety of shapes in sequence, children may copy a pattern on the magnetic board. Children may elect to carry out shape matching during free periods as well as in teacher guided activities.

Practice in one to one correspondence may sometimes provide experience with geometric shapes. One child may make a row of circles. Another child, perhaps working with a friend, then matches the row of circles with as many squares.

Discovery (cont.)

Classification on the basis of shape may be carried out, sometimes using labelled sorting boxes. (Refer to p.199). After sorting, children may count the number of objects in each group. As children work, discussion about shapes should be encouraged. Terms such as "round" and "straight" should in particular be included.

Games which were introduced previously may continue to provide meaningful experience in the use of spatial terms, e.g. "Where's Henry?" jumping bean activities, outdoor games, etc. (pp.32-33; 141). Particular attention may be paid to the terms "in", "out", "over", "under", and "through". Stories, as well as games, which give practice in the use of spatial terms, may be introduced, e.g.

"Rosie's Walk" by Pat Hutchins
(Picture Puffin, Penguin 1970)

"In, On, Under and Through" by Joan Elwart
(Whitman 1965)

APPENDIX A

SPECIAL EQUIPMENT SPECIFICATIONS

1. LISTENING UNIT

A standard tape recorder forms the basis of the unit. The following modifications are necessary:

(a) output should be suitable for two sets of headphones, to enable multiple listening;

(b) volume control knob should be removed, so that control is managed by the teacher;

(c) start and stop buttons should be clearly marked in green and red, respectively.

It is intended that the children use the unit individually without disturbing, or being disturbed by, other activities in the classroom. Volume level should be preset by the teacher to ensure comfortable listening. This setting should take account of the acuity of individual children's hearing, and the background noise level in the classroom.

Listening tape, Series "L"

In making tapes it is important that the teacher understands the differences between S.E. and Ab.E. constructions. In presenting the material the speaker's voice should be naturally modulated, allowing sufficient time between statements for the children to respond appropriately.

The following points may assist:

(a) tapes should not be too long (approximately 10-15 minutes) or attention may be lost;

(b) the language units being introduced should be repeated frequently;

(c) S.E. constructions which are unfamiliar to the children and likely to cause difficulty in understanding, should be avoided;

(d) the content of the text and choice of vocabulary should be carefully selected, to ensure relevance to and comprehension by the children;

(e) the quality of the tape is very important. Articulation on high frequency consonants "s", "t" and "d" should be monitored carefully, since these sounds frequently record badly, and are essential grammatical markers used in the language units.

The following is an example of the first tape (L1) which was prepared for use by a particular class.

"Are you ready to look at the big photo book?...Good. Open the book and we'll look at the first page. It says 'I'm Sonya. I'm a girl.' Put your finger on the writing. It says 'I'm Sonya. I'm a girl.' What's Sonya doing? I think she's hiding. What do you think? ...Let's see who's on the next page now. Turn the page and have a look...

(0.35)

The story says 'I'm Brenda. I am a girl too.' Put your finger on the story. It says 'I'm Brenda. I am a girl too.' Are you a girl?...Ah...Look at Brenda. She's wearing a special jacket. It's like a little coat. Did you wear one like that?...Now we'll see who's on the next page. Turn the page and have a look...

(1.10)

Is this another girl?...No, it's a boy. His story says 'I'm Charlie. I am a boy. I am Ashley's brother.' Put your finger on the story. It says 'I'm Charlie. I am a boy. I am Ashley's brother.' What's Charlie looking at?...It's a little bully frog. Sometimes we call it a tadpole. Charlie caught it. It's a little one. What will it be when it grows bigger?...Yes, that's right. It will be a frog. See Raymond. He is looking at Charlie's tadpole too! Now we'll see who's on the next page. Turn the page and have a look...

(2.10)

Do you know these boys? We'll read their stories. The writing says 'I'm Godfrey. I'm Garnet.' Put your finger on Godfrey's story. It says 'I'm Godfrey.' Now put your finger on Garnet's story. He says 'I'm Garnet.' Look at the picture. Who's taller? Godfrey or Garnet?...Put your finger on the boy who's taller...Did you put your finger on Garnet?...Yes, he is taller. Look at Garnet. His hand is in his pocket. What else is in his pocket? Do you think he's putting a marble in his pocket?

(3.10)

Now we'll look at the next page. Is it a boy or a girl?...Yes, it's a girl this time. We'll read her story. She says 'I'm Lolleena. I'm a girl.' Put your finger on Lolleena's story. She says 'I'm Lolleena. I'm a girl.'

(3.40)

Someone else is in this picture. Who can you see?...Yes, it's a little guinea pig. His name is Bertie. Do you know Bertie?... Let's read his story. 'I'm Bertie. I am a guinea pig. I'm little.' Listen to Bertie talking. (Plays sound of guinea pig). Put your finger on his story. He says, 'I'm Bertie. I am a guinea pig. I'm little.' What's a guinea pig like?...He has fur, he feels soft,

he wriggles his nose. He eats carrot, grass, beans and pumpkin, and he has sharp little teeth for chewing. Bertie's grown up now. He's a father guinea pig, and he has lots of little baby guinea pigs at home...

(4.55)

Now we'll see who's on the next page. Will it be a boy or a girl this time?...Turn the page and we'll see...Yes, it's a girl. Her story says 'I am Jane. I'm a girl.' Put your finger on Jane's story. It says 'I am Jane. I'm a girl.' Does Jane look happy or sad?...Yes, she's happy. Jane is wearing a raincoat that she made for herself. She found a big plastic bag and made two holes to put her arms through. Now she won't get wet if it rains. She's a clever girl.

(5.50)

Are you ready to look at the next page? Will it be a girl or a boy this time? Turn the page and we'll see. Is it a boy?...No, it's a girl. Listen to her story. She says 'I'm Rhonda. I am a girl. I'm painting.' Put your finger on Rhonda's story. It says 'I'm Rhonda. I am a girl. I'm painting.' What's in Rhonda's tin?...Yes, that's the paint. What's in her hand?...Did you say a brush? Yes, she's holding a brush in her hand. She's painting the cement. Can you paint too? Do you paint pictures?...What do you paint on?...Paper, mm...

(7.00)

Guess who's on the next page - a girl or a boy? Turn the page and we'll see...Are they girls or boys?...Yes, they are boys. Let's read their story. 'I'm Cliff. I'm Lionel.' Put your finger on Cliff's story. He says 'I'm Cliff'...Now put your finger on Lionel's story. He says 'I'm Lionel.' What's Cliff doing?...He's playing with Lionel. Look at Lionel. He's nearly upside down...Where are Cliff and Lionel playing?...In the doorway, near the steps. Mmmm. They're at kindergarten. Did you go to kindergarten when you were little?...Uh, uh.

(8.05)

Now we'll see who's on the next page. Turn the page and have a look...Is it a boy or a girl?...Yes, that's right, it's a girl. Let's read her story. She says 'I'm Annie. I'm a big girl.' Is Annie bigger than you?...I think Annie's the biggest girl in her class. What's Annie playing with?...See her hand is on Bertie's cage. I think she was playing with that little guinea pig.

(8.45)

There's only one page left. Turn the page and we'll see who's here...There are lots of children here. They are standing on the steps. Look at Judy. She's waving to us. She says 'Hullo. I'm Judy.' There's Allie. She says 'Hullo. I'm Allie.' There's Sonya. Sonya says 'Hullo. I'm Sonya.' I can see Naomi. She says 'Hullo, I'm Naomi.' There's Faron. He says, 'Hullo, I'm Faron.' I can see Ashley. He says 'Hullo, I'm Ashley.'

(9.45)

That's the end of our book. Will we have a quick look at all the pictures again? Can you find the first picture at the front of the book?...Quickly. Right back to the beginning...This time I'll read all the stories. You get ready to turn the pages, and look at the stories when I read them...Ready?...Off we go.

(10.20)

'I'm Sonya. I'm a girl.' Turn the page.
'I'm Brenda. I am a girl too.' Turn the page.
'I'm Charlie. I am a boy. I am Ashley's brother.' Turn the page.
'I'm Godfrey. I'm Garnet.' Turn the page.
'I'm Lolleena. I'm a girl.' 'I'm Bertie. I am a guinea pig. I'm little.' Turn the page.
'I'm Jane. I'm a girl.' Turn the page.
'I'm Rhonda. I am a girl. I'm painting.' Turn the page.
'I'm Cliff. I'm Lionel.' Turn the page.
'I'm Annie. I'm a big girl.' Turn the page, and listen to all the children. There are no stories to read this time. We'll just listen.
'Hullo, I'm Judy. Hullo, I'm Allie. Hullo, I'm Sonya. Hullo, I'm Naomi. Hullo, I'm Faron. Hullo, I'm Ashley.'

(12.00)

Now we've finished our book. Did you like that book?...Good... Let's close it now...Is it closed?...That's good.

(12.15)

That's the end of this tape. I'm going to make another one, so that you can listen again another day. Tell your teacher you've finished listening now. Take the earphones off. Goodbye."

(12.35)

Listening book

It is suggested that the teacher photograph some of the children engaged in activities which allow appropriate captions using appropriate language units to be attached. Enlargements (approximately 8" x 8") of 10 photographs can be captioned using the cartoon "balloon" convention. Captions should be simple and clearly printed. A sketch of one page of the listening book which accompanies the tape (L1) is illustrated below:

It is recommended that the books be sturdy, preferably with plastic protection for the photographs. Pictures should be on only one side of each page to eliminate confusion when the children turn the pages.

2. VISUAL TRAINING APPARATUS

35 mm. projector;

Tachistoscopic shutter to be used with projector;

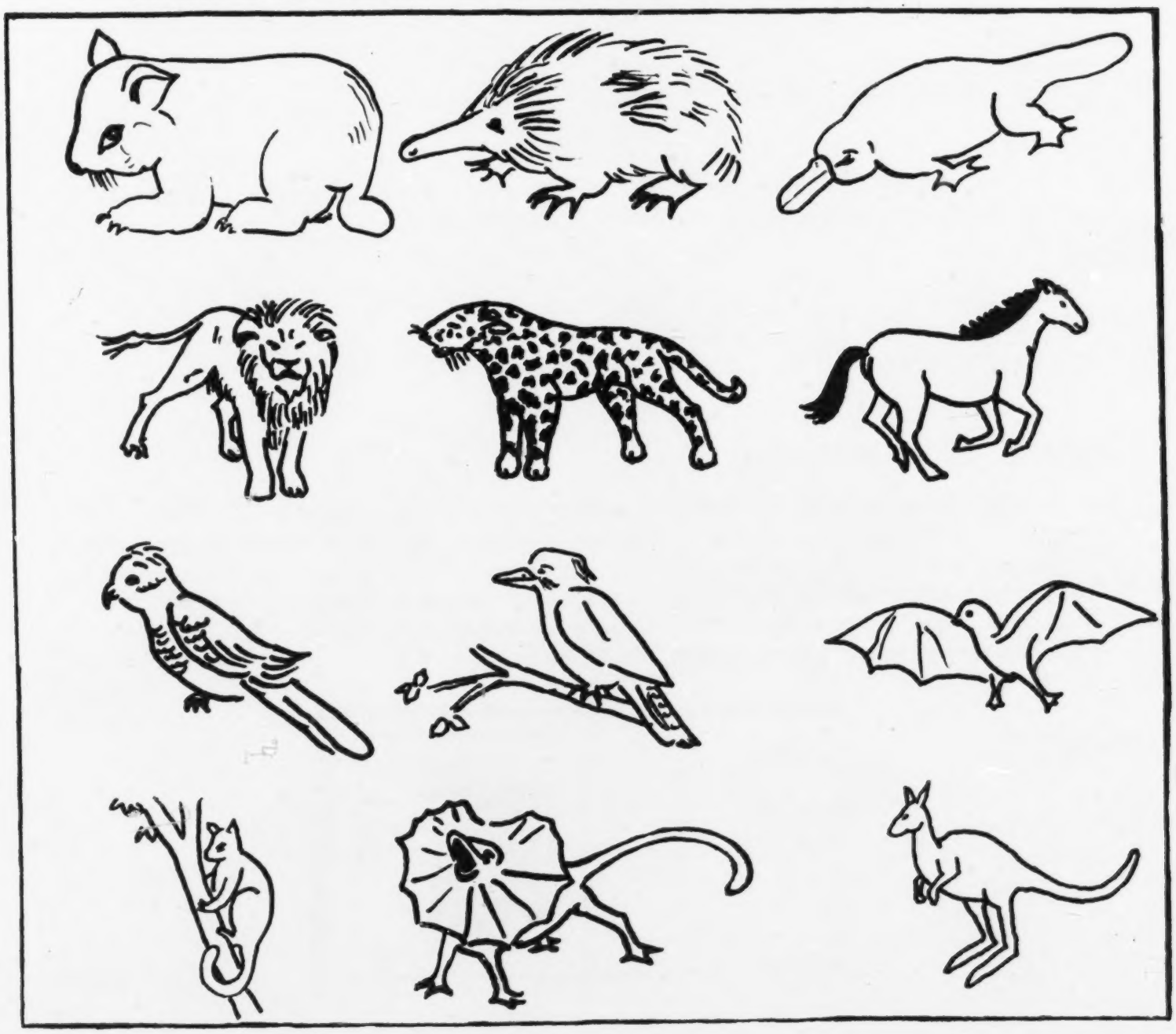
Filmstrip attachment to be used with projector;

Filmstrips on topics related to the lives of Aboriginal children;

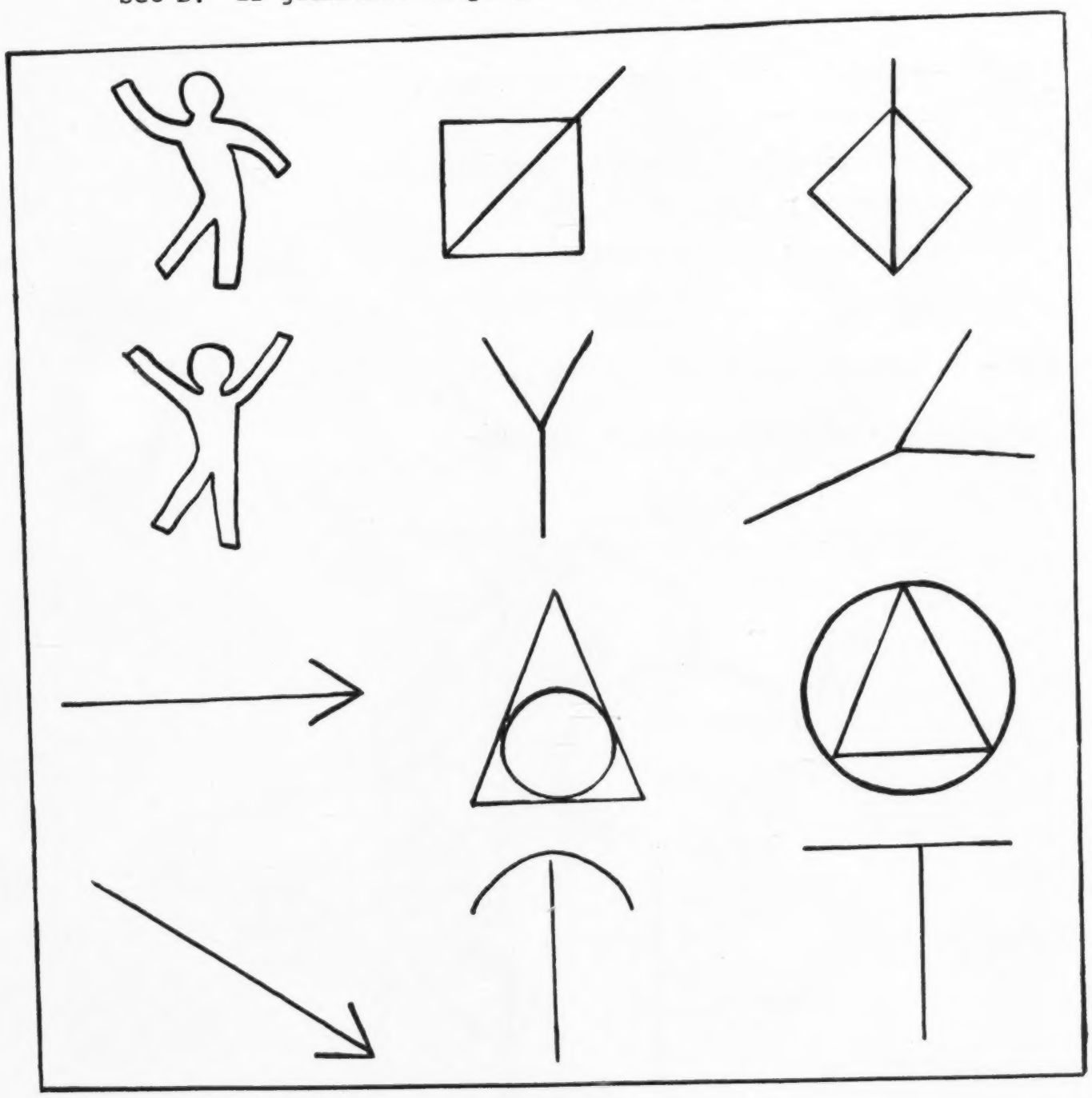
Slides of children in the class;

Slides for use with tachistoscopic shutter -

Set A: 12 line drawings of animals illustrated below:



Set B: 12 geometric shapes, illustrated below:



Matching cards, one set for each child, of both Set A and Set B.

3. MAGNETIC BOARD

A metal sheet, 3' x 2', is mounted on masonite, and framed. The front surface is covered with self-adhesive plastic of attractive wood pattern. The board may hang on a wall or stand with the aid of a hinged support at the back, at a height suitable for the children.

A soft mat placed in front of the board enables the children to kneel comfortably around the board during the group work.

Pieces of magnetic tape are affixed to the back of the following material:

(a) prepared printed language unit cards;

(b) children's names;

(c) blank cards for additional content words;

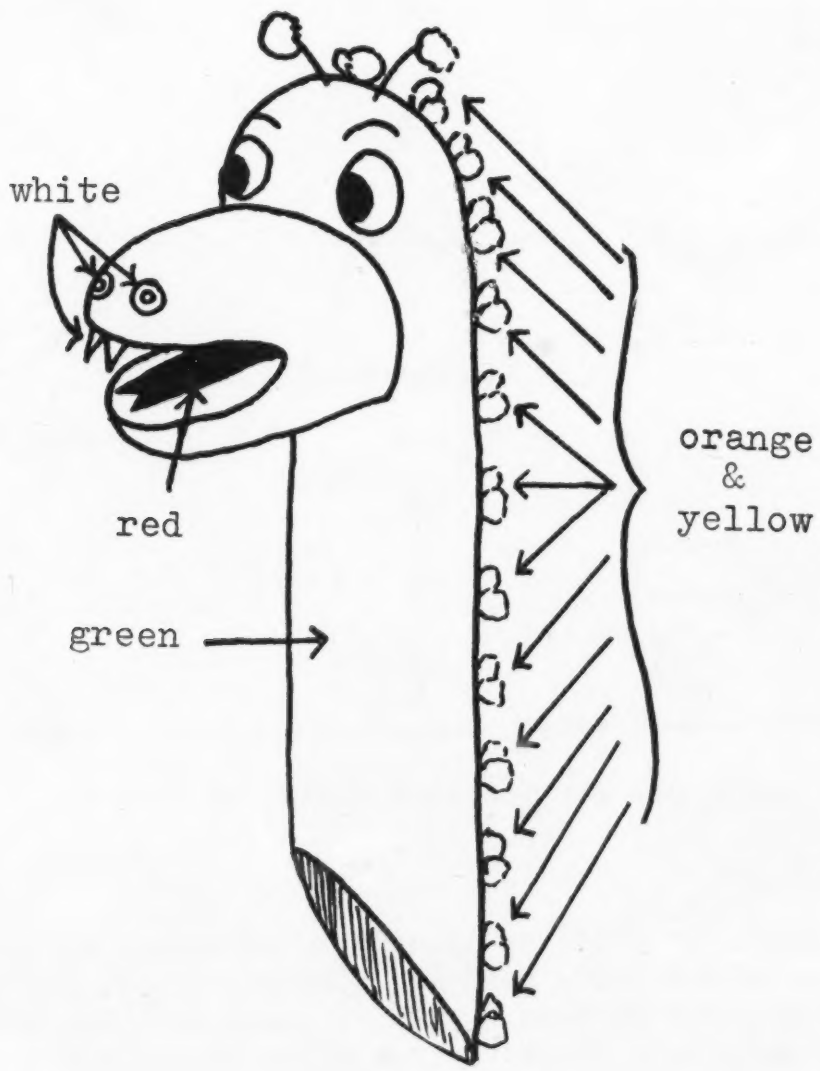
(d) pictures and cut-out figures;

(e) miscellaneous items devised by teacher or children.

4. GLOVE PUPPETS

Susie Seasnake, Mumma Moo, Tottie Turtle.

(a) Instructions for Making Susie Seasnake



Materials: Quantities of green, red and white felt.

Yellow and orange bobble braid.

2 round dark green buttons for eyes.

Method: Cut parts as indicated on pattern.

On wrong side, join together outer and inner mouth. Join two sides of such, leaving ends open. Join together mouth, forehead and such where indicated on pattern.

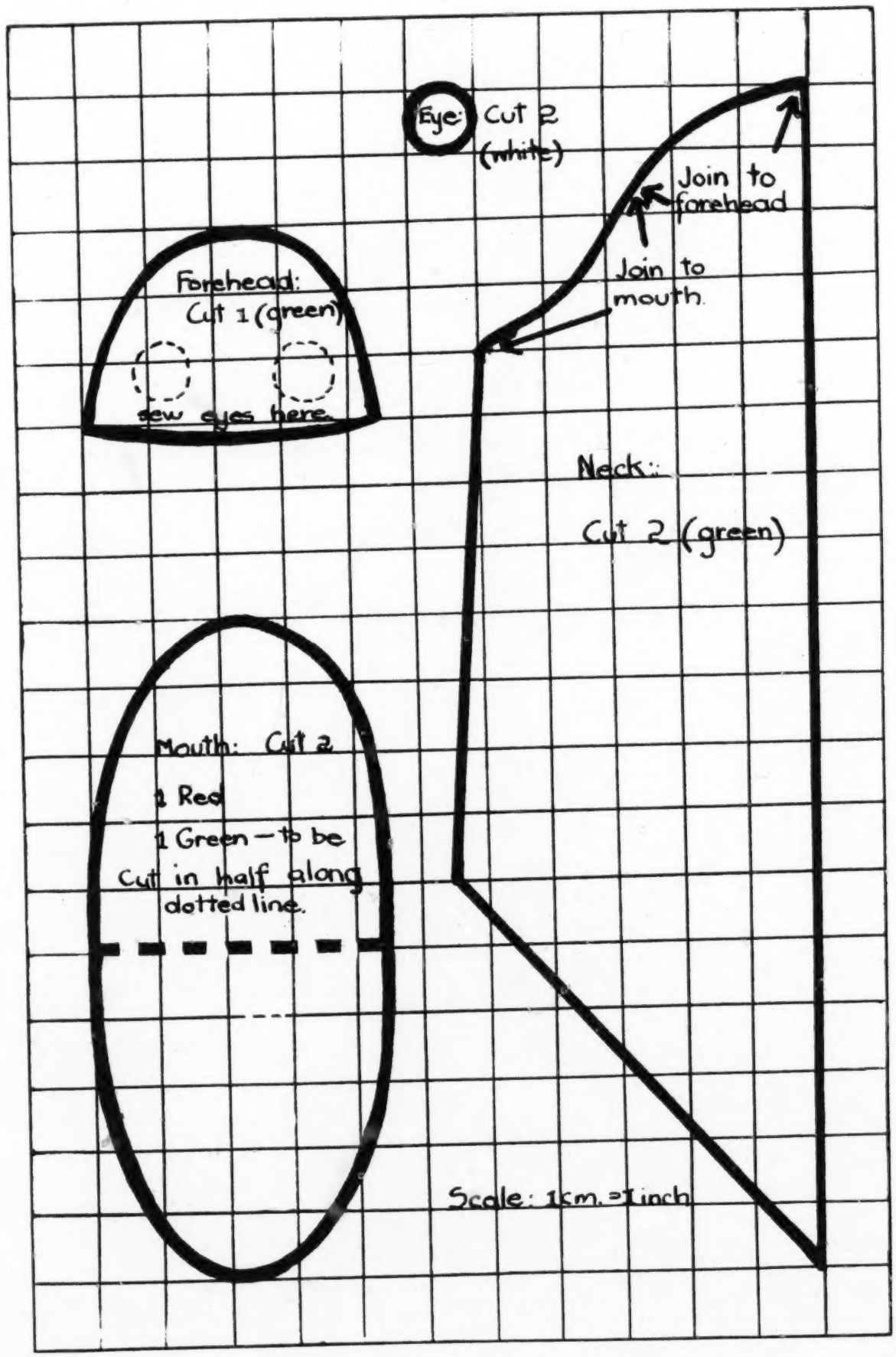
Turn right side out.

Sew white felt circles where indicated for eyes, with buttons in centre.

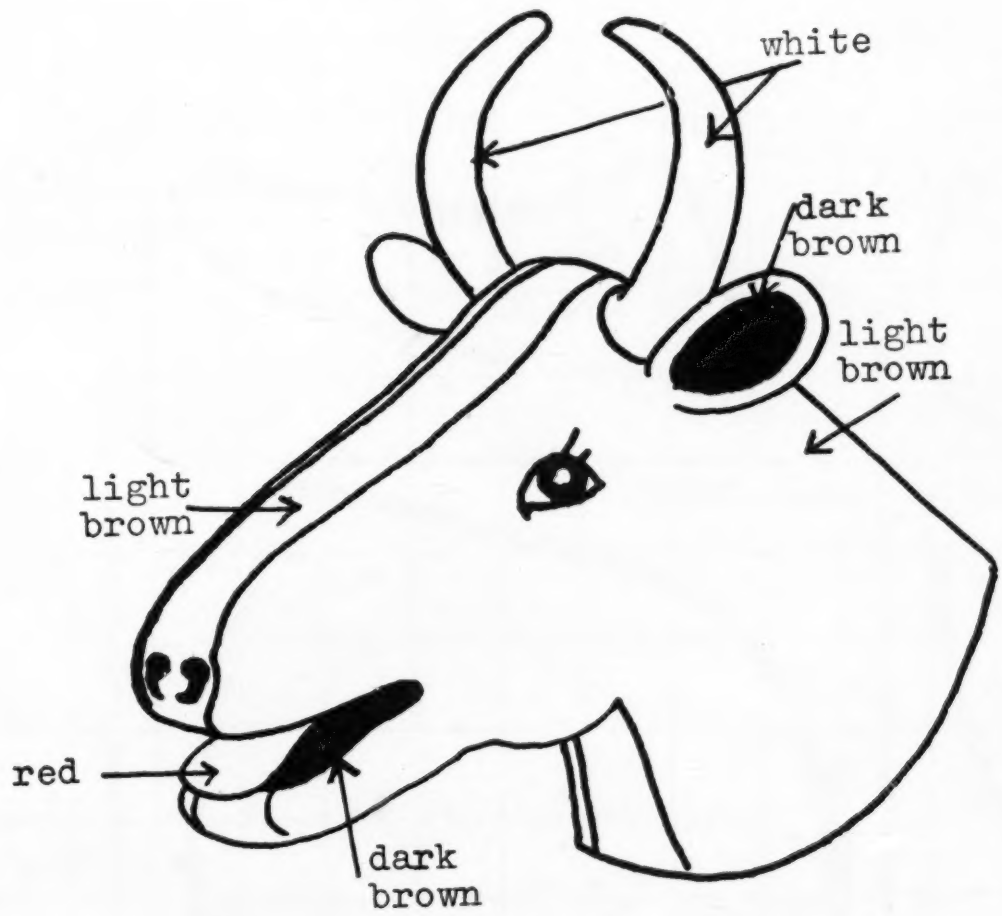
Sew braid from top to bottom of neck as indicated in diagram.

Add eyelashes, eyebrows, white fangs and felt tongue.

Pattern:


Eye: Cut 2 (white)
Join to forehead
Join to mouth
Forehead: Cut 1 (green)
sew eyes here
Neck: Cut 2 (green)
Mouth: Cut 2
1 Red
1 Green — to be cut in half along dotted line.
Scale: 1cm. = 1inch

(b) Instructions for Making Mumma Moo



Materials: Quantities of light brown, dark brown, red and white felt.

Black vinyl for nostrils.

Cotton wool or foam plastic filling for horns and ears.

Embroidery thread for eyes.

Method: Cut parts to pattern in indicated colours. On wrong side, join together pieces to form horns, ears and tongue. Turn right side out. Stuff each horn, and fill each ear lightly.

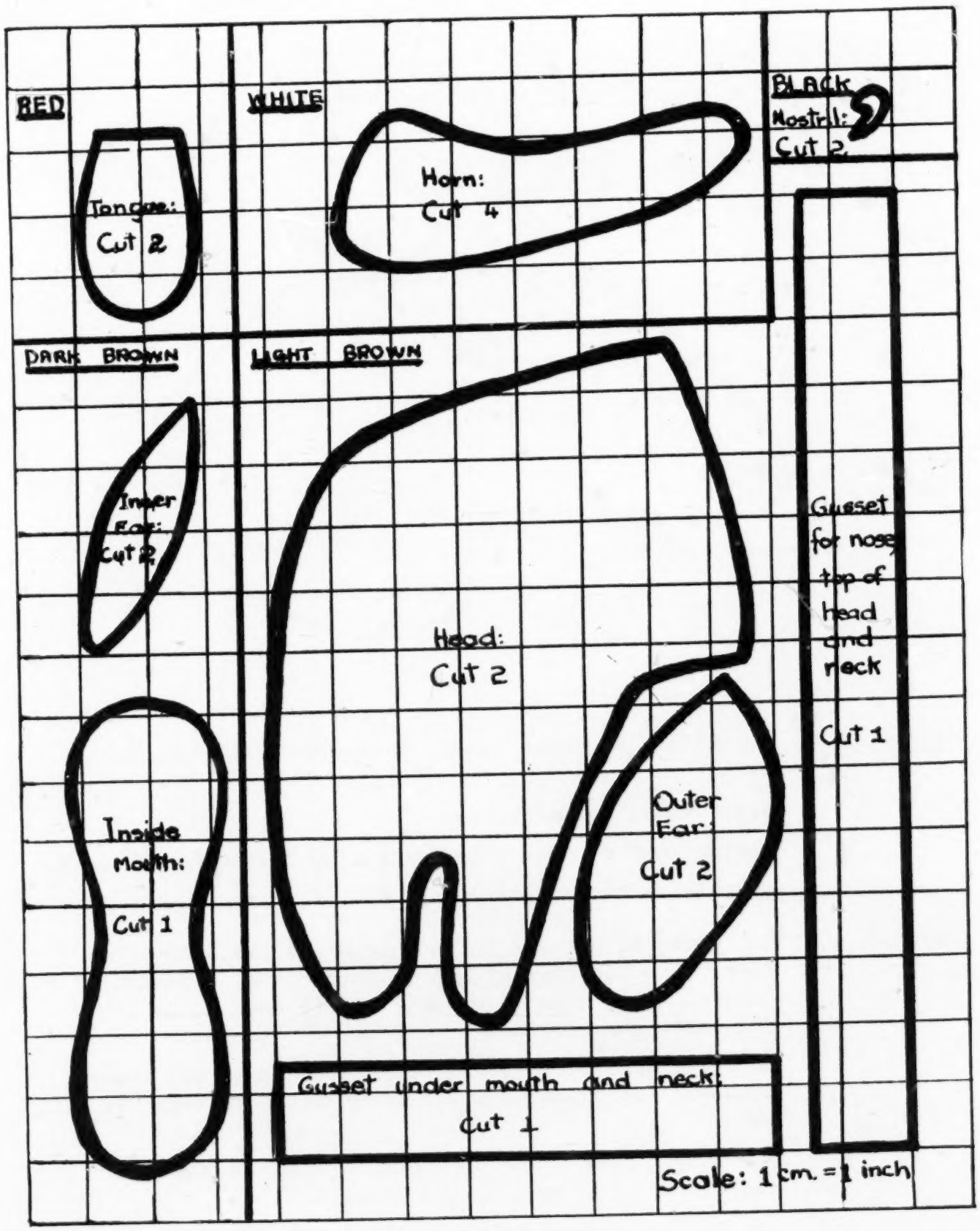
On wrong side, join sides of head to upper and lower gussets. Join inside mouth to head. Turn right side out.

Sew tongue firmly inside mouth. Stitch nostrils to nose.

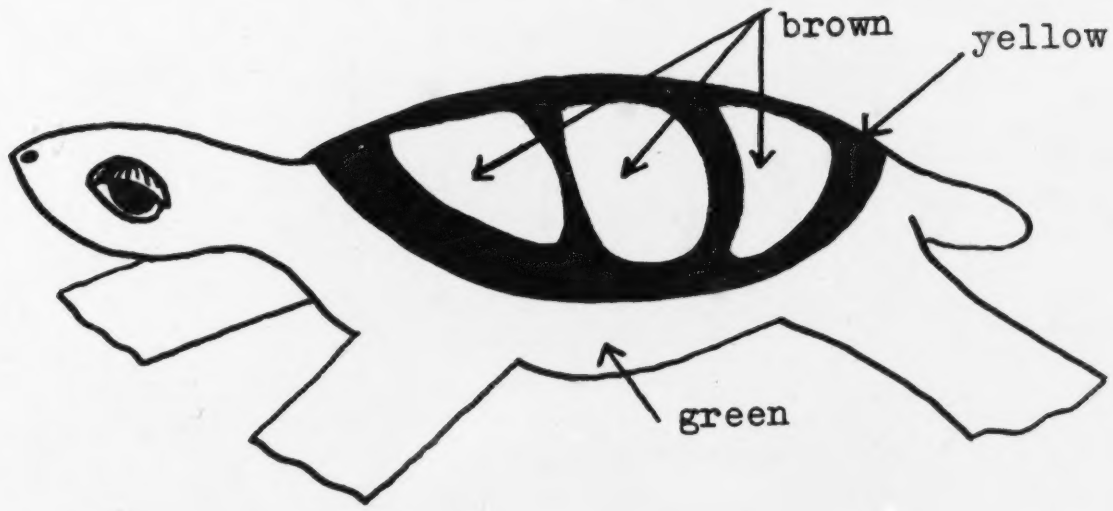
Sew horns and ears to head. The horns should be inside the ears.

Embroider eyes.

Pattern:


RED
Tongue:
Cut 2
WHITE
Horn:
Cut 4
BLACK
Nostril:
Cut 2
DARK BROWN
Inner Ear:
Cut 2
LIGHT BROWN
Head:
Cut 2
Gusset for nose, top of head and neck
Cut 1
Outer Ear:
Cut 2
Inside Mouth:
Cut 1
Gusset under mouth and neck:
Cut 1
Scale: 1 cm. = 1 inch

(c) Instructions for Making Tottie Turtle



Materials: Quantity of green, yellow and brown felt.
Embroidery thread and two black buttons for eyes.

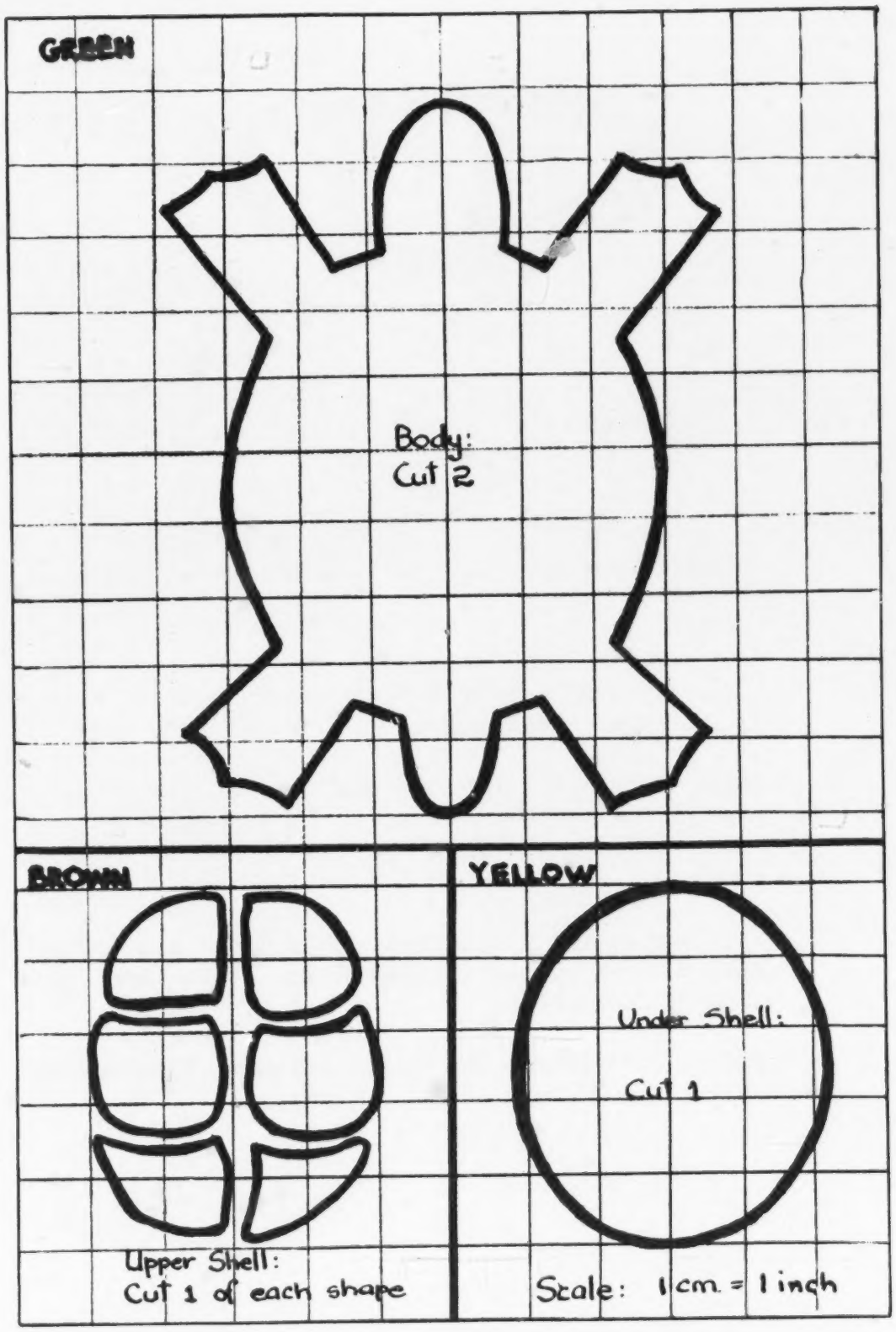
Method: Cut parts to pattern in indicated colours. Cut slit 3½" long across underside of body, ½" behind front legs. Neaten edge.

Using satin stitch and black thread, sew brown pieces to yellow under shell in arrangement indicated in pattern, to represent shell. Stitch completed shell to upper side of body.

With wrong sides together, join upper and lower body pieces around outside edge. Turn right side out through slit.

Stitch on buttons for eyes, and embroider around. Stitch nostrils.

Pattern:


GREEN
Body:
Cut 2
BROWN
Upper Shell:
Cut 1 of each shape
YELLOW
Under Shell:
Cut 1
Scale: 1 cm. = 1 inch

5. HENRY

A small doll, less than 7" high, should be ambiguous ethnically and have movable limbs.

6. HENRY'S HOUSE

It is intended that Henry's house be used in developing spatial concepts. It is suggested that the house be approximately 15" high, and be brightly painted in several primary colours.

The house (see illustration above) should be built with stumps, steps and a door which opens. The door should be rectangular with a circular doorknob. The windows should be square, and the roof contain triangular shapes.

7. TREASURE BOX

A solid wooden box, approximately 14" x 11" x 9" deep has a hinged lid, with two fasteners which the children can manipulate easily. On one side "This is our treasure box" is printed in standard lettering. The box is painted bright red, and has a chrome handle centrally placed on the lid.

Contents: A collection of small objects for use in verbal expression and association activities.

8. FEEL BAG

A cylindrical bag, 15" deep, with a base 7" in diameter, is constructed of heavy vinyl material in a neutral colour. Soft material is sewn to the top of the bag, and drawn together by elastic to enable the children to insert their arms in the bag without seeing its contents.

Contents: A collection of materials of different textures.

9. CIRCUIT BOARDS

Pieces of masonite or similar material are cut in different shapes depending on the grid form of the circuit. The dimensions should distinguish each board clearly from the others, so that the children cannot confuse the association cards particular to each board e.g.

grid	Dimensions of board	each square
5 x 5	10" x 10"	2" x 2"
6 x 4	12" x 10"	2" x 2½"
5 x 4	12½" x 8"	2½" x 2"

Small (¼") metal cups placed in the centre of the lower part of each square (see illustration p. 135), are connected by wiring on the back of the board according to a predetermined pattern e.g. squares 1 and 9 connect, 2 and 15, 3 and 22, 4 and 7 etc. A torch bulb and battery are connected to each circuit, so that when the metal prolus are correctly placed in a matching pair of cups, the circuit is complete, and the bulb lights.

Association Cards

Cards which fit over particular circuit boards have holes punched to correspond with the metal cups, and a section cut out for the bulb. It is important that the cards fit exactly, and that correct orientation be easy for the children.

Pairings may be of pictures, picture and word, or word and word.

10. SORTING BOXES

(See p.199)

11. NUMBER POSTING BOXES

(See p.204)

12. READING MATERIALS

Practice reading booklets. These duplicated booklets are approximately 10 pages long, and contain suitable drawings captioned appropriately, e.g.

Title	Language Unit	Additional Words
Who am I?	I'm, I am	a, baby, big, boy, Daddy, girl, little, Mummy.
I can jump?	I can	a, jump, the, in, off, on, over, bed, box, grass, prickles, puddle, rock, step, water.

Strip books. These are spiral-bound books cut in two sections. Words and sentences printed on upper and lower sections can be matched.

"Take-home" cards. These duplicated cards are approximately 3½" x 2", and consist of drawings captioned with simple sentences containing current language units.

APPENDIX B

OTHER EQUIPMENT

1. Tape recorder for group activities.

   Listening tapes, Series "C". These are prepared tapes containing both vocal and non-vocal sounds for auditory training, music for movement activities and recommended songs for both listening and participation activities.

   Blank tapes, for recording children's use of S.E. structures, and sounds for identification.

2. Bookcorner material:

   Experience and practice reading books made by teachers and children.

   In addition to the books listed on pp. 41, 42, 110-112 and 178-180, teachers may add books with suitable content and use of appropriate language units.

3. Rhythm instruments:

   Bongo drums, castanets, clock sticks, shakers.

4. Reconditioned typewriter, the keys being marked with lower case letters.

5. Full-length mirror.

6. Telephones:

   Disused handsets can be purchased from the P.M.G. Department. Depending on availability, reconditioned magneto handsets can be purchased, and connected through batteries, enabling "real" conversations to take place.

7. Magnifying glass.

8. Plasticine, pipe-cleaners, and collection of unbreakable containers for conservation activities.

9. Materials for group and individual activities e.g. picture dominoes; picture matching and discrimination sets; mosaic and geometric shapes; graded cubes and beakers; jigsaw puzzles; seriation unit puzzles; pencil-control tracing cards; singular/plural cards; concept formation cards; riddle books; interlocking cubes with number boats and stairs (Unifix); bead stairs and poles; number peg boards.

10. "Dressing-up" props for dramatic play.

11. Vinyl mat for group sorting of cards, pictures and puzzles.

APPENDIX C

INDEX OF FIRST LINES OF RHYMES

1. A fire is hot p.109
2. A little boy went walking pp.175-176
3. Bang goes the hammer p.127
4. Buzz! Buzz! Buzz! p.127
5. Can anyone tell me, does anyone know p. 37
6. Down we slide p.127
7. Five ripe mangoes p.140
8. Guess what is making the sound you hear p.127
9. Hands can lift p.108
10. Here is Daddy's razor p.174
11. Here is Henry p. 64
12. Here is the emu, straight and tall p.174
13. Hop, hop, kangaroo p.107
14. Humm humm p. 64
15. I am a spinning top p. 37
16. I am striding like a giant p. 37
17. I beg your pardon, Mrs Bardon p.172
18. I can bend my back p.107
19. I can jump, jump, jump p.107
20. I can run, I can jump p.107
21. I can see a mountain p.108
22. I can tell you a story pp.106-107
23. I don't like bees p. 38
24. I have ten little fingers p.202
25. I hide my hands p. 64
26. I like cake and I like candy p. 38
27. I like red plums p. 38
28. I like to watch the puffs of smoke p. 38
29. I saw a little boy p.175
30. I saw a little frog p.175

31. I saw a spider p.174
32. I saw you swimming in the water p.175
33. I sit on the ground p. 38
34. I stir my pudding, stir it so p.194
35. If I forget I'm a little girl p.172
36. I'm a cow p.128
37. I'm a frog, I'm little p. 37
38. I'm a policeman p. 37
39. I'm looking in the mirror p. 37
40. In the tree p.107
41. It doesn't breathe p. 36
42. It's nice to know when I'm in bed p.172
43. It's time to put away your toys p.173
44. Jeremiah, blow the fire p. 64
45. Jump with two feet p.202
46. Last night I saw a shining light p.174
47. Little Arabella Miller p. 65
48. Look, I'm running p.108
49. Look, look p. 65
50. Mumma Moo says "I'm a cow" p.127
51. My Daddy's tall p.172
52. My motor is humming p. 36
53. One little Joey p.139
54. One mother hen is scratching all about p.202
55. Out in the scrub p.137
56. Rain on the roof-top p.128
57. Rat-a-tat-tat p.127
58. Rosalie Rose p.202
59. Sam's a sailor, as you see p.127
60. Scratch and scratch goes Tommy the cat p.127
61. Sidney sings a song at supper p. 64
62. Simon snail goes walking p. 64
63. Sitting there p. 65
64. Six little ducks went out one day p. 65
65. Sometimes she's looking after Baby p.172

66. Stir the soup in the pot p. 64
67. The boys and girls who stay at home p.109
68. The train is going up the track p.127
69. The wind blows high p. 64
70. This is a circle p.173
71. This is Fred p.108
72. This is my saucer p.173
73. This is the ship p.173
74. This is the sun p.173
75. Tick, tock, tick, tock p.194
76. Today I'm four p. 36
77. Turn the tap p.194
78. Two busy feet p.128
79. Two little eyes to look around p. 38
80. What's become of John boy p.175
81. Where are you going p.128
82. Who's that knocking p.128
83. You can't tig me p.108
84. You can't touch Tottie's tummy p.194

APPENDIX D

INDEX OF LANGUAGE GAMES

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"Who is He?", "Who is She?"	p.171
"Who Said It?"	p.105

ACKNOWLEDGMENTS

As well as original rhymes presented in this program, other rhymes, mostly in adapted form, have been used.

In some cases, sources are unknown or the reference is incomplete. To any author accorded insufficient acknowledgment we extend our apologies and request that advice be forwarded to us so that due acknowledgment may be given in future editions.

Known sources of the rhymes indicated by the numbers shown in Appendix C (pp. 225-227) are gratefully acknowledged as follows:

Action Poems and Plays for Active Little People by Katherine Blowen (Dominie, 1969) - Rhymes Nos. 4, 13, 40.

Finger Play for Nursery Schools by Hilda I. Rostron (Pitman, 1954) - Rhymes Nos. 3, 34, 60, 62, 69, 78.

Finger Plays by Emilie Poulsson (Lothrop, Lee & Shepard, 1893) - Rhyme No. 2.

Finger Plays and Action Jingles compiled by Senior Kindergarten Students - Supplement to *N.Z. Speech Therapists Journal* May 1956 (Speech Clinic, Christchurch) - Rhyme No. 82.

Finger Plays and Action Rhymes by Yvonne Winer (Angus and Robertson, 1970) - Rhymes Nos. 15, 25, 33, 70, 73.

Fingers and Thumbs by Ann Elliott - Rhyme No. 47.

Nicky and the Duck by Mavis Hampson (Sounds and Rhythm 1, Ginn, 1969) - Rhymes Nos. 26, 76, 77.

Now We Are Six by A.A. Milne (Methuen, 1927) - Rhyme No. 80.

Number Rhymes and Finger Plays by E.R. Boyce & K. Bartlett, (Pitman, 1941) - Rhymes Nos. 12, 58.

Peabody Language Development Kits Manual for Level No. 1 (American Guidance Service, 1965) - Rhyme No. 9.

Speech Rhymes - Introductory Book - Edited by Clive Sansom, (A. & C. Black) - Rhymes Nos. 8, 31, 44, 52, 66.

Speech Training Rhymes and Jingles Part 1 Supplement to *N.Z. Speech Therapists Journal* 1959 (Speech Clinic, Christchurch) - Rhymes No. 14, 27, 49, 81.

The Treasure Ship by Mavis Hampson (Sounds and Rhythm 2, Ginn, 1969) - Rhymes Nos. 59, 61, 63.

Trippingly on the Tongue by Mona Swann (Macmillan) - Rhyme No. 52.

This Little Puffin...compiled by Elizabeth Matterson (Penguin Books, 1969) - Rhymes Nos. 47, 79.

V Is for Verses by Odille Ousley (Ginn, 1964) - Rhyme No. 42.